

THE Minn. Dept. of Education  
Library Division, St. Paul

# LIBRARY JOURNAL

TWICE-A-MONTH

OCTOBER 15, 1925

FOUNDED 1876

MONTHLY IN JULY AND AUGUST

VOL. 50, No. 18

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R. R. BOWKER CO. NEW YORK

Published—Semi-monthly, September to June inclusive; Monthly in July and August—at 62 West 45th Street, New York. Entered as 2nd class matter June 18, 1879, at the Post Office at New York, N. Y., under act of March 3, 1879. \$5 a year; 25c. a copy. Copyright, 1925.





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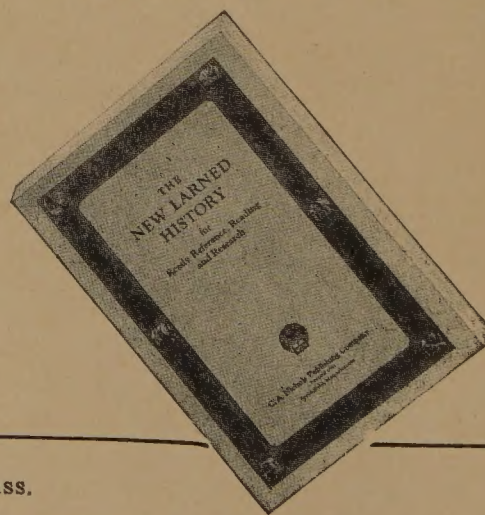
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## Library Book Outlook

The flood of new fiction has abated somewhat, altho some noteworthy new offerings challenge our attention.

Foremost of all comes H. G. Wells' Christina Alberta's Father (Macmillan, \$2.50), which is a story of modern London life, told in the lighter Wellsian manner.

Worth buying, also, are Hugh Walpole's The Portrait of a Man with Red Hair (Doran, \$2), in which the author for the first time studies the soul of an American; Sir Gilbert Parker's The Power and the Glory (Harper, \$2), a romance of the great explorer La Salle; Henry Sydnor Harrison's Andrew Bride of Paris (Houghton-Mifflin, \$2), telling how a disillusioned young American went to Paris and what happened there; and Stewart Edward White's Skookum Chuck (Doubleday-Page, \$2), an entertaining adventure-story of moving-picture calibre.

A new writer appears with The Imperfect Impostor, by Norman Venner (Stokes, \$2), a fantastic story of mistaken identity, characterized by a good plot.

Floyd Dell, of Mooncalf fame, has a new story, called Runaway (Doran, \$2), revealing a new Dell, one who weaves romance and excitement and adventure into an unusual father-daughter story.

Half-Told Tales, by Henry Van Dyke (Scribner, \$1.50), is the author's first book of fiction in five years.

Biography has several interesting new contributions. Notes and Anecdotes of Many Years, by Joseph Bucklin Bishop (Scribner, \$2.50), includes reminiscences of Roosevelt, John Hay, Horace Greeley, and others. Samuel Pepys, a Portrait in Miniature, by J. Lucas-Dubreton (Putnam, \$2.50), is a translation of a French work, written in a sprightly manner. Josephine, Napoleon's Empress, by C. S. Forester (Dodd-Mead, \$4), is based on accurate knowledge and enlivened by a keen interest and a lively style. Lady Mary Wortley Montagu, by Lewis Melville (Houghton-Mifflin, \$5), is an excellent picture of eighteenth-century England and a charming lady of the time. Modeling my Life, by Janet Scudder (Harcourt-Brace, \$3.50), is the life-story of a distinguished American sculptor. An Old-Fashioned Senator, by Harris Dickson (Stokes, \$2), is the life-story of John Sharp Williams, of Mississippi.

Travel-books are likewise well represented in the new book-accumulation. Vernon Lee's (Violet Paget's) The Golden Keys (914, Dodd-Mead, \$2.50), is a new volume of charming sketches and carefully brilliant essays on the 'spirit of place,' describing out-of-the-way corners of Italy and France. Rolling Round the World—for Fun, by Stanton Hope (910, Doran, \$5), is an illustrated vagabonding-story. Japan and Korea, by Frank G. Carpenter (915.2, Doubleday-Page, \$4), continues the Carpenter's World-

Travels series. The Country That I Love, by Marie, Queen of Rumania (914.98, Brentano's, \$4.50), tells of the primitive life and romantic scenery of the adopted country of this beautiful English princess. A Wayfarer in Hungary, by George A. Birmingham (914.39, Dutton, \$4), follows a discursive method in discussing post-war conditions as seen by the author during the greater part of two years. A Wayfarer in Czecho-Slovakia, by E. I. Robson (914.37, Dutton, \$3), is an account of a short tour, with specially-made pencil-drawings of characteristic subjects. Argonauts of the South, by Frank Hurley (919.9, Putnam, \$5), narrates adventures in the Antarctic, experienced with Mawson and Shackleton. New York in Seven Days, by Helen S. Dayton (917.47, McBride, \$1.50), is a guide-book in narrative form.

Selected Poems, by Edgar Lee Masters (811, Macmillan, \$2.50), contains, in one new representative volume, the author's own selection from his eight published volumes.

Anthony and Anna (822, Macmillan, \$1.50), is a new three-act St. John G. Ervine comedy.

The Future, by A. M. Low (901, International Publishers, \$2), tells of some possibilities of civilized life attendant upon the development of new inventions. Leaves from a War-Diary, by Major-General James G. Harbord (940.9, Dodd-Mead, \$5), consists largely of information that at the time could be intrusted only to couriers to be brought to its destination. Social Classes in Post-War Europe, by T. Lothrop Stoddard (340.91, Scribner, \$2), is the result of studies made by the author during a recent journey. Naples Through the Centuries, by L. Collison-Morley (945, Stokes, \$4), gives some idea of what the city of Naples, as distinct from the kingdom, has stood for at the various periods of its history.

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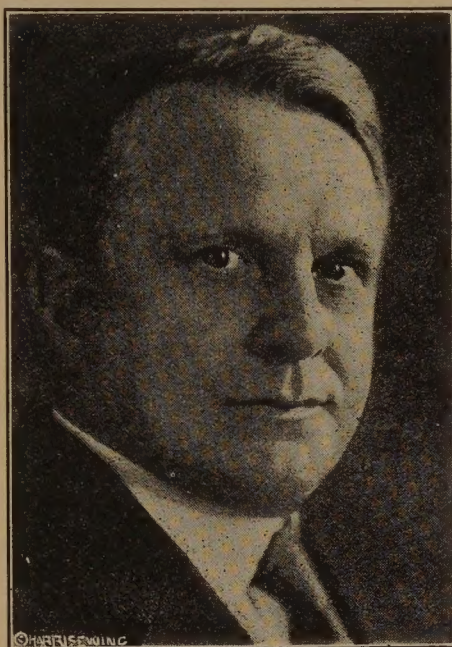
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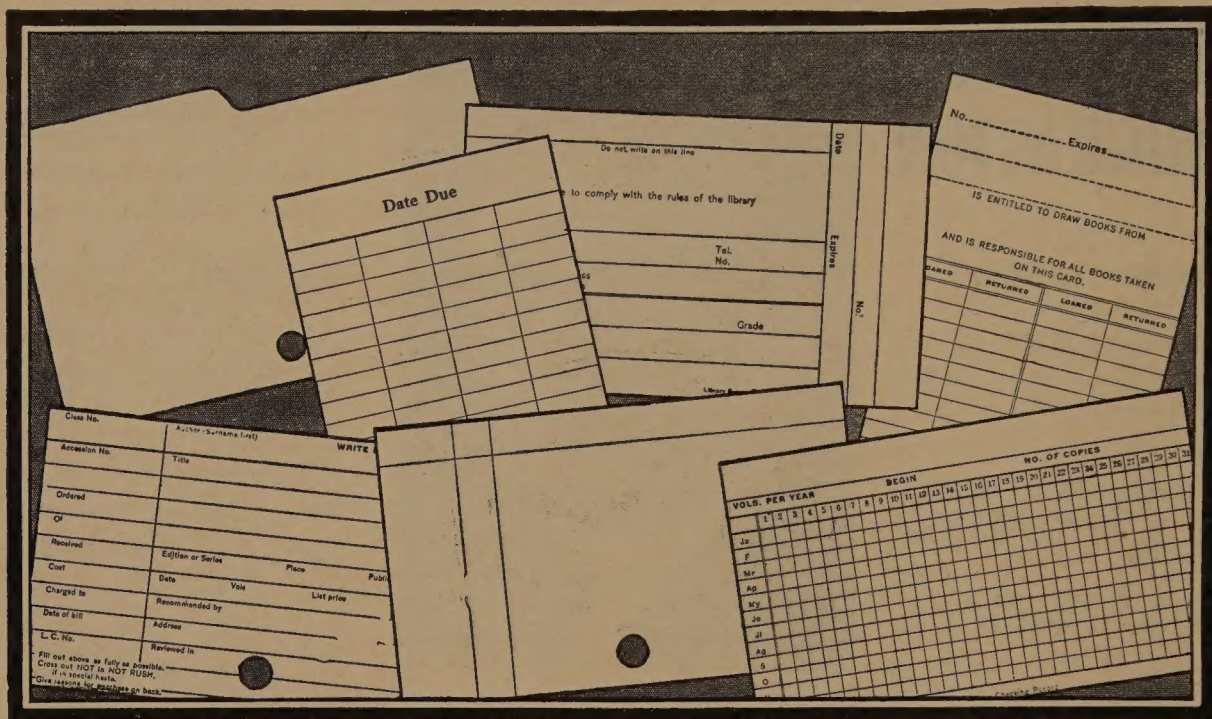
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# THE LIBRARY JOURNAL

TWICE-A-MONTH

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## Cleveland's Divisional Plan for Reference Work

BY MARILLA WAITE FREEMAN

Librarian of the Main Library of the Cleveland Public Library

THIS paper\* should perhaps be entitled "two months of Cleveland's experience with divisional reference work." It is true that for twelve years this experiment, if such it may still be called, has been carried on in one huge room, four hundred and fifty by one hundred feet in size, of the temporary quarters of the Cleveland Public Library. Now since May 6th, we have occupied our new permanent building in which the divisional system must meet the supreme test of administration, not in one great room, but on four floors of one of the largest library buildings of the country. We hope and believe that the divisional system will survive the test, for upon faith in its practical value, as combined with the open-shelf idea, Mr. Brett and Miss Eastman planned, and under Miss Eastman has been built, the whole structure of the new Cleveland Main Library.

The divisional system, so-called, of the Cleveland library, in its relation to reference work, was fully described by Mr. Carl Vitz, then second vice-librarian, at the 1915 conference of the A. L. A.\*\*; and more briefly by Dr. William S. Learned in his recent invaluable monograph, "The American Public Library and the Diffusion of Knowledge" (1924).

My outline will therefore be based upon theirs, and will endeavor merely to summarize the chief points of the divisional system, its advantages and disadvantages, as seen by one who has attempted to administer it for something less than three years.

The divisional system of the Cleveland Public Library differs from the more usual library arrangement in that the circulating and reference departments are merged, and operated under one immediate administrator, and that this greater unit is then subdivided by subjects into divisions.

It should be said at once that Cleveland makes no pretense of having originated the general notion and application of this idea. Many libraries have for years had art departments, technology rooms, and other special sections for administering certain classes of books, and for handling the needs of certain large, well defined classes of readers. The combination of circulating and reference books in the same special department is also hardly new. (For example business branches, which after all are special departments in independent quarters, combine reference and loan work).

Cleveland has simply carried the divisional, or as some may prefer to call it, the departmental idea, to a more complete development than other libraries. The thought behind it is to render more effective service than is perhaps possible with the more conventional system in a large public library.

In the Cleveland Main Library, there are the following public divisions: General reference periodical, newspaper, and John Griswold White collection, each of which is for reading and reference chiefly, tho material from each may under special circumstances be lent (and the circulation of some 100 magazines from the periodical division gives it high lending statistics); the loan division, whose title is self-explanatory; the "Popular Library," consisting of fiction in English, with small groups of popular classed books borrowed from other divisions, which does loan work chiefly, tho it encounters and grapples with many so-called reference questions also; and the divisions of literature, foreign literature, sociology, philosophy and religion, science and technology, history (including travel and biography), and fine arts, each of which does reference and loan work jointly.

Each of this last group, like those first mentioned, is in the new building housed in a separate room, and each is a fairly complete

\* Paper given before the A. L. A. College and Reference Section at Seattle, July 6, 1925.

\*\* See A. L. A. *Bulletin*, v. 9, pp. 169-174, May 1915.



unit in itself, containing both the reference and circulating books on its given subject, and also the special periodicals of the subject, with indexes thereto. It has its own shelf list and card catalog—duplicating that portion of the general Public Catalog which deals with its specific subject or subjects—its own house and public telephones, telautograph, etc., and is administered by its own division staff. The purpose is to have at the head of each division a man or woman who has become or is becoming a specialist in the subject covered by that division, with a staff which by intensive training and experience shall become increasingly able to give quick and specialized service. The reader has before him in these divisions, on open shelves, the practically complete resources of the library on any one topic, with a research specialist and her assistants to aid him in finding quickly exactly what he needs. If he wishes to do reference and research work within the library itself, individual tables and reading lights are at his disposal, or if necessary, a more private alcove. If he wishes merely to take books home, the circulating material on his subject is invitingly at hand.

I spoke of separate rooms, but must add that divisions on the main floor are separated only by partial partitions lined with book cases, or in some cases only by the book cases themselves, thus permitting easy passage from one to the other, and the placing of allied subjects in adjacent rooms. On the second and third floors, there are partitions between divisions, but made hospitable by attractive leather framed doors with glass ovals, so that readers may pass easily between allied divisions, as from history to sociology. Where passage for the public would make supervision difficult, communicating doors are still available for the staff.

The general plan of the new building is that of a hollow square, or rectangle, with stacks built around it, lighted from the interior court, and the fifteen divisional reading-rooms built, in turn, around the stacks, the open stacks forming one side of each long reading room, with the opposite or exterior side furnishing thru an unusual area of window space ample exterior lighting. The center of the interior hollow square is occupied to a height of two stories by Brett Memorial Hall, housing the main periodical reading-room (the periodical division), above and around which is an open light-court. Grouped around the four sides of Brett Hall, and opening into it by short corridors, are the long reading-room and stacks of the general reference division, the literature and the foreign literature divisions, the "Popular Library" or fiction division, and at the front the main en-

trance lobby, with the loan division, including return and registration desks, opening off it at the right, and the public catalog room at the left leading in turn into the general reference division.

On the second floor, in similar fashion, are the divisions of philosophy and religion, of sociology, with its special educational section, of history, travel and biography, of science and technology, with its special patent room, and the main office of the shelf division, which has charge of the shelves of the main library, of its statistical, order, accession and binding records, of the page service and of the inventory.

On the third floor the fine arts division, with its small sound-proof music room as one feature, opens into the long and beautiful reading room which, with its adjacent stack, houses the fifty thousand volumes of the constantly growing John Griswold White Collection of folklore and orientalia. This floor houses also the central offices and reading-rooms of the children's and schools departments of the Cleveland Public Library system.

The fourth floor is given over chiefly to executive offices and non-public departments, with a few club rooms, and the fifth to provisions for staff activities and to storage stacks. The basement or ground floor, in addition to housing the Cuyahoga County Library, several club rooms, and the publicity and exhibit work offices, has also the branch loan section of the loan division, which has charge of loans from the Main Library to two hundred and twenty other agencies of the system, also the library for the blind and the newspaper reading room. The only division of the Main Library not housed in the new building is the Municipal Reference Library, which is still, for greater convenience to the very appreciative city officials, left in the City Hall about three blocks from the Library.

The Main Library organization has at its head the librarian of the Main Library and a first assistant. Under their direction with a cabinet of the heads of the fifteen divisions mentioned and with one hundred and fifty additional assistants, including 60 pages, is carried on the public work of the Library with adults. Weekly or bi-weekly meetings of the librarian of the Main Library with the division heads, and in turn, of the division heads with their individual staffs, help to co-ordinate the efforts of the divisions, and to insure the smooth team-work which shall result in the quickest and most efficient service to the individual reader.

The reader's first point of contact with the staff is at the information desk, which in the new building is in the lobby, directly opposite



the main entrance. Tho the person stationed at this desk may be chiefly a guide to direction and personnel, she is in a strategic position, is asked every type of question, must answer or refer quickly and efficiently, and at the same time create the impression of a gracious and adequate hostess. Something of a super-woman is needed here. Questions involving a definite subject may be referred to the division concerned, questions as to specific books to the public catalog attendants, questions of ready reference or on subjects of too many angles to be covered by a single division, to the general reference division. Each inquirer is asked to report back as he leaves the building whether he has found the desired information. If he has not, he is referred, in some cases to the head of the general reference division, in others by telephone or in person to the office of the librarian of the Main Library on the same floor, who herself or thru one of her assistants makes the necessary connection. To the readers' adviser, whom the Library expects to install in a consulting room on the main floor will be referred those inquirers who wish guidance in their general reading, either in the form of personal informal conference and suggestion, or in that of definite individual reading-lists. Here another superman or superwoman is needed, and indeed no library system can be devised, I take it, which will do away with the necessity for highly intelligent and sympathetic personal service in interpreting and correlating its resources.

The assistants at the public catalog and the staff of the general reference division, man two further points of highest importance to the divisional system. Here quick and wise decisions must be made as to whether a question is of such a nature that it may be handled in the General Reference Division from its own resources, or from resources collected from several divisions; or whether the inquirer shall be sent to a specific division, which shall in its turn, draw in any supplementary material which may be needed from its neighbor divisions.

Where the request is for a specific book, e.g. Woodworth's "Psychology," or for books on a specific subject, as for psychology in general, the inquirer is sent at once to the division in which these books classify; for this reason among many, that should these special books not be in or available, the assistants in that division will know at once what is in on that subject, and being "specialists" in their subject will or should know just which of these will most nearly approximate the book, or most satisfactorily furnish the information, for which the inquirer is seeking. And in any case, thru the open-shelf arrangement of the divisions, the inquirer has at

once before him approximately the whole literature of the subject for his own examination. After he has thoroly settled to his work, his original thesis, or his expanding interest, may call for material on the application of psychology to education, and this will be brought to him from the immediately adjacent educational section of the sociology division. Or his special interest may prove to be in the application of psychology to business, and he may either supplement what he has found on psychological principles in general, by moving on to the business books in the technology division down the corridor, or by having certain of them brought to the division where he is already at work.

It will be seen that the effectiveness of this system is dependent upon full and free co-operation between the divisions which compose it. The system functions smoothly when the material is assembled in the division in which the bulk of it falls, other divisions being called on to furnish additional titles; e.g. a lawyer who was recently looking up the *Vehmgericht* in the history division was quite unaware that he was ultimately using material from the four corners of the Library. Each division must be willing to give complete service to a reader or to pass him on, as the case may require, to lend or to borrow supplementary material with equal grace, to see to it that the reader is given the fullest possible attention at the best strategic point, without unnecessary repetition of his request, and that he is not allowed to leave the library without having either received the information or the material for which he came, or being told where he may secure it.

It is obvious also that if the question involved is one of many angles, it should be "headed up" by the general reference division, in order that no aspect of it shall be neglected. Just because a division system tends, and wisely as it seems to us, toward specialization, it is essential that there shall be one group of "generalists" who see a subject and see it whole. This is the chief function of the general reference division. Tho it is the duty of this division to send each inquirer to that division or person on the staff of the library best qualified to help him, it is equally its duty to assemble material from several divisions for an inquirer if this seems to be required for the proper rounding up of a subject. Otherwise he might eventually be sent all over the library only to get a little here and a little there with no completeness and cohesion.

On the other hand, a large part of the most efficient service of the general reference division is given to the special division requiring supplementary material from the general collection for



its special inquirer. Some of the most valuable material on a subject is contained in transactions and proceedings of societies of too general a nature to be classified under any specific head. Then too, much of the material in a special division is only to be reached thru indexes, bibliographies and catalogs in the general reference division impossible to duplicate sufficiently wholly to cover the individual subjects of each division.

If I seem to be emphasizing the difficulties of the division system by dwelling on the function of the general reference division, it is because these difficulties do exist, and because the necessity of a general reference division as the unifying center of divisional work must be recognized. Acknowledgment of these points clears the way for recognition of the real advantages of the divisional system.

A request for the reasoned conclusions of the "division heads" themselves, many of whom have been in charge of their work since the establishment of the division plan by Mr. Brett in 1913, has brought forth interesting responses. One division head recalls that from the first the signs denoting the various divisions began to indicate for library users a partition of the field of knowledge into manageable portions, directing them to the general subjects in which they were already interested, and acting as veritable guideposts pointing to other subjects, the lure of which they had not previously felt.

Readers began to approach the workers in the various divisions, she continues, with touching confidence in their expert knowledge of the subjects under their care, with the natural result of stimulating the determination of the assistants to give the expert service desired. Because of the restricted field of knowledge for which she was responsible, the worker in a division could delve deeper into her subjects than would have been possible for any general reference assistant. As the fields of law and medicine had been divided and given into the care of specialists, so the day of the specialist in reference work seemed fully to have arrived. Aside from the special requirements for the trained division head, the minimum requirement for division assistants should be a college education, an ardent love of the subject of the division, and a readiness to give many leisure hours to reading in its special field.

Upon this point another head reflects that "the division system brings the advantages of modern specialization to library work. In a library of half a million volumes it would be impossible for any human being to know all the books, but it is easily possible to become somewhat fully acquainted with the books on two or three re-

lated subjects." In this division (that of literature) she remarks, "we feel that our readers get quicker and more expert service in literary criticism, choice and study of plays, aid in grammatical points and location of obscure quotations—to mention only our more usual and less scholarly problems—because we give our whole attention to those subjects and are not distracted by search for material on ancient Mexican art, or highly technical questions in chemistry. Every question we answer helps us to answer the next. Our readers naturally feel a certain confidence in those whom they regard as specialists. When they need special assistance they enjoy a conference with a head of a division."

Another point brought out is the ability of the trained special division worker to evaluate authorities. She is not content merely to find wanted information in a book. She knows the competence of the author to deal with the subject and the special angle from which he approaches it. She keeps in mind the economic, political or religious bias of each author, and is able to provide the reader with complementary views and with both sides of controversial subjects. The ability to evaluate authorities is of vital importance in book ordering. The Cleveland Public Library has made immense strides in building up its book collection since the division system was adopted. An example in evaluation: "The Children's Crusade," by George Z. Gray, is put on all lists where this subject is needed, because it is the only book exclusively on the subject. Its author, however, is quite indiscriminating, and the book should be read only by those who are indifferent to the distinction between myth and history. (See *American Historical Review*, v. 19, p. 517).

All the division heads agree, naturally, that on account of their constant intensive work on certain well defined subjects and their obligation to familiarize themselves with the literature of those subjects, they are able to build up better balanced and more inclusive collections of books. It should be added that in the Cleveland system, the book quotas for the various divisions are divided into three parts, under new titles, duplicates, and "building up," and that one of the duties of the division head is the initiating of book orders to meet these three needs. Whenever a question shows up a weak point in the collection, the machinery of purchase of needed titles may be at once set in motion.

One division head remarks that all libraries show in some subject the special interest of one of their staff. A library with some ten or more hobbyists should have the best chance, she thinks, of becoming a well rounded collection. It may be added that one of the duties of the librarian



of the Main Library is to go over all book orders with a view to keeping the collection as a whole properly proportioned and to see to it that the hobbyist does not weight the collection too heavily in the subject in which he is interested.

All who have worked with the division system agree that the fundamental argument for it lies in the fact that it brings together all the books upon related subjects, regardless of whether they are large or small, expensive or cheap, "circulating" or "reference," so-called. It is true that no classification is altogether consistent, and while a book may be important to more than one division, it can shelve in only one. So it often happens that more than one division must be consulted on a subject; but where there is the arbitrary separation of circulating and reference books, "it always happens," as the Gnat remarked to Alice.

Another division head reflects that there are drawbacks to any system, and that the division system will not work unless each assistant not only knows her or his own books thoroly, but also knows when to ask for help elsewhere. Perhaps this implies a standard difficult to achieve; but it is not half so difficult as attempting to be an authority upon the whole realm of human knowledge, bibliographically speaking. This is virtually demanded of the unwary assistant in any large library of the non-divisional type.

Commenting upon the working out of the divisional system in the new building, she summarizes: We find nothing wrong in the system itself, and feel more strongly than ever that it is the only satisfactory solution of the large library problem. The difficulty does not lie in decentralization, but in the fact that complete specialization has not yet been achieved. Inconsistencies in classification and shelving are bound to stand out as so many weak spots. As a fine arts division, so called, she concludes, we are of course often embarrassed by the number of step-children under our care. We have so many now that new assistants are eager to foist more upon us, and sometimes direct readers here for subjects we can not claim. The woman who wanted jokes and the man interested in horsemanship had reason to be disgruntled when they landed in the fine arts division. Still, if we must have conundrums, why not jokes too? and if we have skating, why not horseback-riding? The fault is clearly with the decimal classification, not with the divisional system. When that happy day shall come when we can really call ourselves a real fine arts division, without encumbrances, there will be no more trouble of that type.

A final point in divisional reference work of great significance for that aspect of adult education which deals with readers of no great cultural attainments, is that in libraries which place together popular and scholarly, circulating and reference works on a subject, books of simpler literary style than that found in distinctly reference books can frequently be used in their stead. In other words, the popularly written book can be used for reference work in these cases.

For more than ten years, the division workers of the Cleveland Public Library have served, tho not formally so, as "readers' assistants," and have done this the more efficiently because of their intensified study in special fields. Cleveland readers have constantly availed themselves of this service and have many times expressed their appreciation of it.

Dr. Learned, in his discussion of the Cleveland division system and workers in his treatise on "The American Public Library and the Diffusion of Knowledge" remarks that "the difference between this person"—the librarian in charge of a division—"and the usual reference librarian is enormous." It is his opinion that "in this group of division heads is the beginning of a true community 'faculty,' whose worth to the city of Cleveland will become more apparent as their number increases and their function becomes better known." If this, as we hope, proves to be true, we believe that the division system, whatever its weaknesses, will be amply justified.

A third and revised printing of the now well known "Guide to the Use of Libraries," being a manual for college and university students, by Margaret Hutchins and Alice S. Johnson of the University of Illinois Library and Library School, and Margaret S. Williams of the New York State Library School faculty, has been issued by the H. W. Wilson Company. The manual in its first edition was a development from the reference courses for freshmen and sophomores at the University of Illinois. In the later editions thoro revision of lists, etc., have been made; and in the present edition an appendix gives for review assignments consisting of a list of the most used reference books, also a list of books for reference use in students' activities for which assistance is most often asked at the reference desk: debating, parties, dramatics, etc.

Demonstration libraries in prisons, to be conducted by the A. L. A., is a project proposed to the A. L. A. Executive Board by the Institution Libraries Committee.



# Libraries in Mississippi

By NANNIE H. RICE

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DO Mississippians read? Heywood Broun in the New York *World* presumes that we are unacquainted with the poet Byron. H. L. Mencken uses our State—with Haiti—in a figure of speech to connote the extreme in unfamiliarity with books. An article in *School and Society* for August 25, 1923, ranks Mississippi forty-eighth among the states of the Union in reading, in a study made of the circulation of the ten largest magazines in the United States for a six months' period in 1922. With 4.03 per cent of our population reading these magazines, we stood at the foot of the eleven southern states, which occupy the eleven lowest places. From the circulation figures of *The Literary Digest*, that periodical for February 3, 1923, shows Mississippi ranking forty-eighth with 10,265 subscribers, .57 per cent of our 1,790,618 population; the percentage for the East South Central group of which we are a part being .68 per cent as against the Pacific group ranking highest with a group total of 2.64 per cent.

In "A Comparison of the Public Library Facilities in the United States," based on the total number of bound volumes in public libraries in each state given in the Bureau of Education Educational Directory, 1919-1920, Part 6, Libraries and Museums, *School and Society* for October 8, 1921, assigns Mississippi forty-fifth place among the states. South Carolina, North Carolina and Arkansas fall below. Mississippi has eighty-two volumes per thousand population as against 1,978 volumes per 1000 with which New Hampshire holds first place.

As we see the reduction of illiteracy due to the negro exodus or our own effort or both, we may or may not feel assurance over reducing the percentage of illiteracy in our population between the ages of ten to fifteen from 12.9 in 1910 to 9.3 in 1920, and the average rate of illiteracy from 22.4 in 1910 to 17.2 per cent in 1920; the fact remains that the 1920 census ranks Mississippi forty-sixth in the percentage of illiteracy in all classes in population ten years and over. Of our native born white population 3.6 per cent are illiterate against .3 per cent of the native born white population of Massachusetts; 29.3 per cent of our Negro population are illiterate.

In a study of the rank of the states on the basis of information disclosed during the World War by the army examinations with the Alpha

intelligence test, only white drafted men being considered in the state medians, Mississippi stood lowest, with a median score of 41.2 as against the highest 79.9 for Oregon.

Mississippi spent for public school education in 1919-1920, exclusive of special school levies, \$5,474,796. However significant that \$1,000,000, nearly one-fifth, was spent for new buildings, sites, and new equipment; yet, ranking twenty-third in population, we stood forty-first in order of expenditure for public education in 1919-1920, Arizona, forty-sixth in population, exceeding us by \$600,000.

Of Mississippi's population 52.2 per cent is of the Negro race.

The causes of our habit of footing lists are of a nature to determine that our growth to higher levels must be slow. In the open country live 71 per cent of our population; 13.4 per cent only are urban, living in towns of 2,500 or more: for the United States as a whole approximately 30 per cent of the total number live on farms. The largest city in Mississippi, Meridian, has a population of 23,399; Jackson follows with 22,817; then Vicksburg, with 18,072, a drop that would almost people another "city." Fourteen other cities in the State have a population above 5,000. The cities to which Mississippi looks as its centers of art, of music, of literature, are without its borders. Even the daily newspapers most Mississippians read are sent in from Memphis, from Birmingham, from Mobile, from New Orleans.

Mississippi is ranked thirty-seventh in wealth among the states; her wealth in 1923 was estimated at \$2,177,690,000. Mississippi's population is 71 per cent rural; farm wealth per farm inhabitant in Mississippi is \$759, only Alabama's being smaller with \$517, the average for the United States being \$2,464.

In the face of the fact that property values in the South are much less per capita than in other parts of the United States the number of children to be educated is relatively far greater in the South than in other sections. "In every southern state, children of the public school age—that is, five to eighteen—exceed the number of adult males, upon whom the burden of maintaining the children may be supposed to rest. A thousand male adults . . . in Mississippi are expected to provide for 1,370 school children. The average for the eleven southern states is 1,279 children between five and eigh-



teen years old to every thousand men. . . . The corresponding average of eleven states representing the northern states is 789. . . . The average of the western group is only 596.”\*

Given a rural population practically 47.7 per cent of which is only two generations removed from economic prostration, 52.2 per cent of which is hardly six generations from the African jungles, there have been absent the organized movements necessary for anything but sporadic, individual effort. Financial depressions, boll weevils, changes in farm products and farming methods, a keener competition with the industrialism that presses heavily upon an agricultural state, have reacted in perceptible movements that are drawing even our rural population into simultaneous if not always concerted action. Much of this contemporaneous, co-operative action is directed toward material development of the State. A large part is concerned with our educational advancement as a necessary concomitant, if not forerunner, of our prosperity. Naturally there is following an interest in library establishment and enlargement.

#### LIBRARY BEGINNINGS

Private libraries in Mississippi, perhaps never since equalled, with us, date back to the first half of the nineteenth century when planters had leisure and inclination for reading and collections of books were carefully chosen. Many of these still exist, with later additions, of special interest as according a cross-section of successive periods of literary taste. Of necessity private libraries are outside the field of this study.

When Jefferson College, Washington, Adams County, incorporated in 1802 with the first charter granted in Mississippi for any purpose, was opened in 1811, it was provided with a small library. This is now in existence with some valuable material.

The numerous academies of mushroom growth that sprang up in the more thickly settled parts of the State in the 30's, 40's and 50's and the fewer established in the 60's and 70's doubtless possessed a limited number of books, if one may judge from available records of some of them. Oakland College, in Claiborne County, established in 1830, possessed in 1871, when it was sold to the State to become the Alcorn University for colored youths, a library of one thousand volumes with an additional three thousand volumes belonging to two of its literary societies. The Vicksburg Female Academy, established in 1839, had a library of six hundred volumes in 1841. Salem High School in Greene County, established in 1845, has left a record of five hundred volumes.

Spring Hill Male and Female Academy, established in Lauderdale County in 1865, had a library of two thousand volumes, three thousand volumes in 1873, and forty-five hundred in 1889.

In 1849 the library of the University of Mississippi was begun with the donation of the private library of Jacob Thompson as a nucleus for what is now, with one exception, the largest library in the State. The library of the Alcorn Agricultural and Mechanical College for negroes was established in 1871. The library of the Mississippi Agricultural and Mechanical College had its beginning with the opening of the college in 1880. The year 1884 saw the establishment of the State College for women at Columbus and the beginning of its library, now the fifth largest in the State.

In 1883 Rev. J. W. Henderson, Rev. Alex Marks, Judge J. D. Shields, and several other prominent men began a subscription library in Natchez, still active as the Fisk Memorial Library. In 1886 two women founded the Clayton subscription library in Holly Springs.

A pamphlet issued in 1893 by the federal Bureau of Education, lists for Mississippi eighteen libraries of colleges, universities, and academies, four libraries of college literary societies, two “public libraries” (Columbus and Greenville), the State Library, a library at an orphanage in Natchez, Fisk Memorial Library (Natchez), “High School” library at Poplar Springs, the Antiquarian Society Library (eleven hundred and fifty volumes) at Rehoboth, Gill’s “Circulating Library” (two thousand volumes) at Springville, and the West Point Law and Library Association library: a total of 131,413 bound volumes, no library listed having less than one thousand volumes. Not counting 60,000 then in the State Library or 13,000 in the University library, the two largest, there was an average of 2010 to each of twenty-nine libraries.

In 1898 the first free public library, of one hundred volumes, was opened in Biloxi by the King’s Daughters organization of that town. In 1901 the Yazoo Library Association was given a library building by Mrs. Ricks. In 1904 the public library of Hazlehurst was begun in the home of a citizen, who acted as its librarian. In 1906 the public library in Brookhaven was begun with the donation of a few books to the Y. M. C. A. In the same year Gulfport’s public library was started by the King’s Daughters.

At Houston in 1909 was established the first Carnegie public library in the State, followed by two Carnegie libraries at Meridian—for the whites and the negroes—in 1913, libraries at Clarksdale and Greenwood in 1914, at Jackson, Oklona, and West Point in 1915, and at

\* *School Life*, July 1, 1920.



Vicksburg in 1916. Carnegie libraries have also been established at Gulfport and at Mound Bayou (for negroes).

The second largest public library in the State, in number of volumes, with the most valuable collection of books, is the Greenville Library opened in 1913 thru the efforts of the Civic Improvement Club. This library, that has been inadequately housed in rented quarters, has recently acquired the first floor of the Elysian Club building. The Agnes Z. Carpenter Library was donated to the city of Natchez by J. N. Carpenter in 1914. The Eastman Memorial Foundation Public Library was given in 1923 to the city of Laurel. In 1924 a public library of 125 volumes was opened in Coldwater; and the Civic Improvement League of Drew started a community library. On February 14, 1925, the public library at McComb, sponsored by the Business and Professional Women's Club, was formally opened. The Canton Public Library, the result of the efforts of the Canton Delphian Chapter, was opened on March 3 this year. Tupelo is in active process of establishing its public library.

#### PUBLIC LIBRARIES

Mr. Whitman Davis, librarian of the Mississippi Agricultural and Mechanical College, and president of the State Library Association, in his "Library Situation in Mississippi," 1916, reports twenty public libraries, nineteen for whites and one for Negroes. Since 1916 seven additional public libraries have been opened—at Aberdeen, Laurel (two), Marks, Mound Bayou (for Negroes), McComb, and Canton—and another is under way. In addition to these small collections of books belonging to women's clubs of Coldwater, Drew, and Tutwiler have been opened to the public—promising nuclei for later development.

The Carnegie Corporation has appropriated \$145,500 for building eleven public libraries—at Clarksdale, Greenwood, Gulfport, Houston, Jackson, Meridian (libraries for whites and Negroes), Mound Bayou (for Negroes), Okolona, Vicksburg, and West Point—the first constructed in Houston in 1909, the latest on our records at Vicksburg in 1916.

The growth of these public libraries is made evident by a comparison between figures reported by them in 1916 in Mr. Davis's monograph and figures reported in 1924. In 1916 nineteen of these libraries reported an aggregate collection of 62,491 volumes; in 1924 eleven public libraries report 77,348. Eight libraries that reported 27,207 volumes in 1916, have more than doubled in size, reporting an aggregate collection of 59,380 volumes in 1924.

The greatest increase noted is that in the public library at Clarksdale, that has risen from 2,250 volumes in 1916 to 18,025 in eight years.

Eleven of the public libraries in 1924 have 77,348 volumes and 505 periodicals, in charge of six trained librarians and sixteen untrained or self-trained librarians and assistants; seven report an average weekly circulation of 371; three fail to report circulation; the library at Clarksdale reports a circulation varying from one thousand to 12,000 a week. These eleven libraries are open to the public for an average of 40.1 hours each week, varying from four hours at Columbia, the lowest, to 75.5 hours at Clarksdale, the highest.

Public libraries at Clarksdale, Greenville, and Greenwood are supported by county and municipal appropriations; libraries at Columbia, Natchez (Carpenter), and West Point by municipal appropriations alone; libraries at Hazelhurst, Laurel (Library Association), and Natchez (Fiske Memorial) are subscription libraries; Eastman Memorial Foundation Library at Laurel is supported by endowment.

#### PUBLIC SCHOOL LIBRARIES

The most significant movements in public secondary education in Mississippi in recent years—movements that have stimulated the growth of public school libraries at the same time that the attendant reorganization of the school system has made the burden of that growth heavier—have been the consolidation of rural schools, the raising of the standards of high schools, and the quickening of the professional pride of the teachers thru an active State Teachers' Association.

Consolidation of schools was made possible by a legislative act of 1910. In that year twenty-two one-teacher schools were consolidated into eight schools. In 1915 there were 163 consolidated schools in forty-eight counties; in 1917 these had increased to 290 in sixty-four counties; in 1923 751 consolidated schools were reported in eighty-two counties. In 1923 two hundred and six four-year high schools were approved as meeting the requirements of the State Accrediting Commission for high school work representing fifteen or more units; twenty-two additional four-year high schools were on probation.

*(To be concluded.)*

The library of Count Alexander Apponyi who died last spring has become the property of the Hungarian National Museum. This collection, accumulated during a long life of study, is devoted exclusively to books of the fifteenth to eighteenth centuries dealing with Hungary.



# Buying Western Books

By CHARLES W. SMITH

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**I**N any discussion of the problems of book-buying in the West, the factor of geographical location demands first consideration. Trade catalogs and book news of all kinds come like the sun from the East. The western buyer suffers by his distance from the source of all wisdom and light.

Seattle, for example, is twenty-four hundred miles from the center of population of the United States. It is three thousand miles from Manhattan Borough which even New Yorkers admit to be the center of the book trade in America. Measured by letter post this means a disadvantage of four days as compared with points east of Chicago. The western librarian has little chance of securing bargains in rare books from second hand catalogs. Only if the price is high or the title one not in great demand is there a reasonable prospect of obtaining what he orders.

This geographical handicap is measured also in terms of the cost of travel. A personal examination of the book stocks of the principal dealers in Western Americana requires at least two weeks of time and several hundred dollars in money. Over-the-counter purchase of Western books is seldom possible.

Of recent years many of the most important items of Americana have appeared only in the auction rooms and here again the distance from New York is a disadvantage which cannot well be overcome. Bidding thru agents on items that have not been seen and which cannot be examined is unsatisfactory and for the most part unprofitable.

Book selection also is more difficult than in the East. The distance from the large libraries where copies of various titles and editions may be examined is no small disadvantage. In point of time the University of Washington Library is as far from the nearest large library, that of the University of California, as the University of Minnesota is from Columbia University. Opportunity to use the card catalogs of large nearby libraries is thus denied. One must face also the lack of adequate printed bibliographical aids such as are presumably more plentiful for the older sections of the country.

Another difference may also be noted between East and West. In the West, due to the newness of the country and its recent development, there are few private book collections from which to recruit local material. The attic, that treasure trove of your true book collector, is said to be disappearing in the East. It has never existed

in the newer West. The hunter for Western books will fare better in London or Leipzig than in a Western town.

Librarians do not need to be told that there is a scarcity of all kinds of Americana. This condition of the market, however, is distressingly true of Western Americana. What started some twenty years ago as a fad of collecting Western books grew into an epidemic and became especially virulent among certain American millionaires. As a result prices mounted by leaps and bounds and practically all first class items are now in the hands of collectors or are held by dealers awaiting still higher prices.

Added to the frantic buying of these aggressive millionaires, there has been a growing demand from public libraries and the smaller private collectors. All this has tended to decrease the supply of Western books.

There is to be noted also the book speculator, a middle-man of books who is neither scholar nor book dealer but a menace to both. This man buys books not because he can use them but because he expects them to increase in value. His books are removed from circulation until he finds an opportunity to disgorge at a profit.

A few months ago, I met a man who is the owner of two copies of a rare book which is recorded in but one library in the Pacific Northwest. I asked him if he would consider the sale of one of his copies to the University of Washington Library. He replied: "I think very much of these volumes. I would not want to let them go, particularly as the price is going up all the time." There is reason to suspect that a considerable number of men, like this retired sheep-rancher in Wyoming, invest in books to hold like real estate, for enhanced values.

No disparagement is here intended of the private library. In the long run the private book collector proves to be a friend of the public library and thus a public benefactor. One can only view with alarm, however, the egotism that withdraws unique volumes from possible use or the commercialism that hoards books as a means of wealth.

These then are some of the problems which make the purchase of Western books both interesting and difficult. The question arises as to how these problems can be met. It may as well be admitted at the outset that no amount of enthusiasm or perseverance can entirely overcome the geographical handicap. By virtue of necessity, nevertheless, practical methods of



meeting the situation are being evolved and fair headway is being made in building up Western collections of books about the West.

The western buyer has learned, in the first place, to give prompt attention to second-hand catalogs. Promising catalogs are read and acted upon on the day of receipt. Orders for all important items are placed at once by wire or cable. It frequently happens that the man who sends a day message wins out in competition with the man who sends a night letter. Some fifteen years ago a copy of the "Journal Kept at Nootka Sound," by John R. Jewitt, came upon the market. Two orders for it were despatched from British Columbia, and the item was secured on a day message. The man who lost has not been able to this day to secure a copy of the 1807 Jewitt, and is still deploring his economy in ordering by night letter. A good friend of mine, a lawyer of Seattle, recently secured a copy of Lisiansky's "Voyage Round the World." The dealer reported that three telegraphic orders had been received from Seattle all sent the same day. My friend's message arrived first, and he was rewarded for his promptness.

Another way of offsetting the unfavorable geographical location is to make occasional visits to the book centers where stocks can be examined and direct purchases made. It is obvious that only the large buyer can have recourse to this method. The large buyer can also afford a personal agent in the East to scout for material. The average library in the West, however, can expect little help either from visit or personal agent. The general library agent is not likely to prove very effective, while the specialist in Western books will devote himself particularly to the wealthy collector.

On the bibliographical side, the librarians of the Pacific Northwest have helped themselves by co-operative methods. In 1909 a union check list of books relating to the Pacific Northwest was prepared by thirteen of the principal libraries of the Pacific Northwest. This list located copies of each item in the various libraries co-operating, and served a useful purpose as a survey of the literature of the field. As a buying list it stimulated the collection and preservation of local history. In 1921 a second edition was prepared under the auspices of the Pacific Northwest Library Association. Fifteen libraries co-operated in the preparation of the material and shared the necessary expense of securing its publication. A list of books on the Pacific Northwest for smaller libraries was similarly prepared and published in 1923. This has proven of use in all types of libraries.

As an aid in book selection, several periodi-

cals published within the Pacific Northwest carry reviews of local books. The *Washington Historical Quarterly* in particular, has aimed to list as they appear all important new publications relating to the Pacific Northwest and Alaska. A department in this magazine entitled "Pacific Northwest Americana" has for several years furnished notes relating to authors, editions and prices of Northwest material.

A very useful and inexpensive way of keeping in touch with publications relating to the West is to subscribe to the galley proof sheets for "American History and Description" as issued by the Library of Congress. During the year 1924 about four hundred such proof strips were issued at a cost of about six dollars.

The economic problems have been more difficult to meet than the bibliographical ones. With dwindling stocks and mounting prices the situation has been most discouraging. The small western libraries have been compelled to use their funds for the immediately necessary books and to defer the making of special collections. Nor has it been possible for the larger libraries to match purses with the East. The result has been a careful limitation in the field of collection and a rigid selection of materials within that field. Economy has taught co-ordination and this co-ordination is relieving to some extent at least the competition for western books.

Photo duplication is serving also to check the soaring prices of Americana. Since it is information that the librarian seeks to secure, not editions or bindings, the photostat serves as an excellent substitute for the original. The possibilities of making and exchanging photostatic copies of rare texts promise much for the future of historical scholarship in the West. This appears to be the most promising of all methods of interlibrary co-operation. The interlibrary lending in actual copies of rare books has proven hazardous and with the spread of photo-duplication will tend to be discontinued.

In closing this short discussion, it seems desirable to emphasize the importance of purchasing the new books as they appear. It is doubtless better to obtain some mediocre or worthless material than to risk higher prices or failure later on. All who are active in buying Western collections bear witness to the rapidity with which the recently published items disappear from the market. There is a common tendency to buy the books of yesterday and to overlook the books of today. A sense of historic values is an asset to the buyer of local history, but a vision of the future is as important as a knowledge of the past.



# Departmental Libraries

By LOUIS T. IBBOTSON

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A DEPARTMENTAL library is a collection of books for the convenience of a particular department located apart from the main library. It grew out of the seminar and laboratory collections, and differs from them in size and number of users.

Departmental libraries\* started as a protest. Nothing much was said, but now we can see that, at a certain juncture in American education, books were imperatively needed—and the university library, so called, was asleep. On the whole, it had never been awake, and it was very slow in waking.

American education was experiencing a renaissance. American educators were seeing visions. The old order was changing. But the university library, which we now proclaim as the heart of the institution, remained indifferent. And when it finally aroused itself from its previous state of dormancy, it was at the instigation of the university, by reason of the example set by the public library; but primarily because seminar, laboratory, and departmental libraries were usurping its place in the university. Widespread changes had been taking place, stealthily at first, flauntingly in the end; changes in curriculum, aims, and methods of instruction. To these changes we owe the departmental library. They will be readily visualized by a retrospective glance at American universities and Ameri-

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\* There is more to be discovered by public and school librarians in this article than its title suggests.

Normal school and high school libraries are rapidly undergoing some of the same changes in purpose and method, due to changes in teaching itself, which have taken the university library a half century to accomplish. The distinction between the library as a collection of books and as a real laboratory, and the vision of its future possibilities as pointed out by Justin Winsor in 1877 and President Harper in 1894, are curiously prophetic of two contrasting present day philosophies of school library work.

In public library work, the creating of subject departments, and especially their setting apart in separate rooms, parallels in some respects the departmentalizing of university libraries. The new Cleveland building illustrates some of these points, including the individual tables in certain reading rooms and the individual study rooms on the upper floors. On the contrary some public libraries of smaller size are attempting to keep their non-fiction stock intact in its classed arrangement, and would create departments by adding only the trained staff and administrative material for rendering individual service to readers, but without establishing separate rooms.—J. L. WHEELER, in Charge of Senior Administration Course, New York State Library School.

can university libraries seventy-five and fifty years ago.

From the founding of Harvard in 1636 to the opening of Johns Hopkins in 1876, universities in America were universities only in name. They differed but slightly from the colleges of the period. To be sure, some of them included as part of their organization professional schools of law, medicine and theology. But in aims, curriculum, and methods of teaching, college and university were practically identical. Their purpose was to act as feeders for the professions. Both emphasized the so-called disciplinary studies, Latin, Greek, and Mathematics; gave courses in modern literature and philology; and what has been aptly termed "a Cook's tour of the sciences." Instruction was carried on entirely by textbooks whose familiar catch-titles appeared year after year in the university catalog. Post-graduate study—which after all is the most important part of a university training—was practically unknown. Flexner in speaking of Harvard states that post-graduate instruction there did not commence until the beginning of President Eliot's administration. Harvard's first Ph.D was bestowed in 1871. Consequently, because America offered no opportunities for training in scholarship and the methods of research, the more ambitious students studied in Germany under the greatest scholars of the world, and brought back with them an enthusiasm and vision which has revolutionized American higher education.

The picture of American education of this period is grey. The picture of the university libraries is depressing. They were small and but little used. The report of Charles C. Jewett, a contemporary survey of all the public libraries of America in 1850, proves this conclusively. (Bib. no. 1.) Of the condition of college libraries in 1850, as given by Jewett, an excellent digest and review by W. N. C. Carlton was published in the *LIBRARY JOURNAL* in 1907, from which a summary is made here.

Because of lack of permanent endowments and adequate book funds the book collections were haphazard and out of date. They consisted largely of classical texts and commentaries; theological books; general literature, and miscellaneous donations, such as were contained in the libraries of deceased clergymen. A policy of comprehensive book selection was impossible. Many valuable collections existed, but both



library administration and faculty failed to encourage their use.

The librarian was usually a professor or instructor, interested in books. Unfortunately in many cases his interest appears to have stopped at this point. The fact that student society libraries approximated or exceeded the university library in size, speaks poorly for the library administration. It seems to have been generally conceded that the institutional library was and would always remain a storehouse for old books. The professors' and society libraries were called upon to supply the deficiency in modern works.

Harvard, Dartmouth, Yale, and Williams were the only institutions of higher learning in America with separate buildings entirely devoted to library purposes. A room in the chapel or a recitation hall was generally devoted to the library, while in some smaller institutions, a professor's home served the purpose. College library architecture is a comparatively recent problem.

The table below attempts to visualize the growth in number of volumes from 1776 to the present time. Aside from its purpose to illustrate the growth of libraries in the past, it may serve as an indication of the size that libraries of the scholarly type must inevitably attain in the course of the next fifty or seventy-five years. Looking back, we see that rapid growth resulted in departmentalization. Today, we find that library after library, having reached the point where the departmental system from mere point of size becomes impracticable, is centralizing its book resources.

But the departmentalization of American university libraries was a result not only of numerical growth. It came as a natural product when the college evolved into the true university. It is difficult to realize how the change came about. Looking at the university of today, still in its

evolutionary stages, we marvel at the degree of progress that has been attained. The barest outline of the forces which have moulded the university of 1925 is impossible in a short study of this kind. But an enumeration of a few of the factors which at the same time have determined the development of university libraries may be appropriate.

I. MATERIAL INFLUENCES. 2. Growth of immigration to the United States. 1848. b. Growth of wealth in the United States. 1870.

II. EDUCATIONAL INFLUENCES. a. Introduction of historical and exact sciences into the curriculum. b. German university idea. (1) Specialization; occupation with sources. (2) Seminar and laboratory method. 1871—.

III. EDUCATIONAL FOUNDATIONS. a. Peabody education fund, 1867; b. John F. Slater fund, 1882; c. Carnegie institution of Washington, 1902; d. General education board, 1902; e. Carnegie foundation, 1906; f. Russell Sage foundation, 1907; g. Phelps-Stokes fund, 1909; h. Rockefeller foundation, 1913; i. Cleveland foundation, 1914.

IV. EDUCATIONAL EXPERIMENTS. a. Education of women: Mount Holyoke. b. Privately endowed university: Vassar, 1861; Cornell, 1865; Johns Hopkins, 1867; Chicago, 1890; Leland Stanford Junior, 1891.

The material growth of the country demanded university-trained men and women, not merely for the professions, but rather in a multitude of general and special lines. The establishment of a chair of history at Harvard in 1839 was the beginning of the liberal tendency in American education; but even history did not penetrate the Yale curriculum until after the Civil war. Other sciences allied to history were next introduced, such as the economic and social sciences. New subjects, which had been grudgingly admitted

NUMBER OF VOLUMES IN UNIVERSITY LIBRARIES

	Founded	1776	1800	1850	1858	1876	1900	1923-5
Harvard .....	1636	7,000	10,000	74,200	112,478	227,650	560,000	2,101,000
Yale .....	1700	4,000	2,700	23,715	66,000	114,200	285,000	1,843,366
Princeton .....	1746	1,200	1,200	9,000	19,822	41,500	126,149	525,000
Columbia .....	1754	1,500	2,249	12,700	18,000	33,590	295,000	1,000,000
Pennsylvania .....	1755	2,500	4,000	5,000	7,950	25,573	160,000	583,000
Brown .....	1768	500	2,500	23,000	36,500	45,000	90,000	300,000
Dartmouth .....	1770		3,000	6,400	33,714	52,550	110,000	185,000
Vermont .....	1791			7,000	12,457	16,021	59,000	113,000
North Carolina .....	1795			3,501	9,501	22,207	31,000	135,000
South Carolina .....	1805			17,000	25,000	28,250	32,783	75,000
Virginia .....	1825			18,378	30,000	40,000	49,473	80,000
Georgia .....	1831			7,267	18,000	27,600	25,000	
Missouri .....	1840			675	2,825	15,078	34,140	230,000
Michigan .....	1841			5,000	8,700	28,400	145,460	550,000

1776—Compiled from U. S. Bureau of education report on public libraries 1876 (Bib. no. 4).

1850—From Jewett's Notices of public libraries (Bib. no. 1).

1900—From U. S. Education bureau report (Bib. no. 9).

1923-5—From Minerva 1925, and Index generalis 1924.



to the curriculum, flourished, and threatened to crowd out the old. As new courses, and new applications of old courses came thronging in, the old hide-bound curriculum, which had been the mold for all manner of human clay, gradually disappeared. Subjects which had been rigorously required for the four-year undergraduate course were dropped by successive but hard fought battles, until required for one or two years only or perchance not at all. And a motley crew of electives came crowding on their heels. New chairs of instruction were endowed. Gifts of money and buildings—even the establishment of entire universities by private bequest—contributed to the mighty evolution which was taking place, and still continues.

And so, when the seminar method of instruction, introduced from Germany and first practised here at the University of Michigan in 1871, was recognized as a most effective mode of teaching and widely adopted when the laboratory method, the historical method, the comparative method, were developed, books became imperative. The university library without adequate funds to buy books, or buildings to house them if bought, possibly not blessed with an administrator with sufficient vision and initiative to see the trend and grasp the opportunity, was found wanting. The departmental library was the solution.

At Harvard, Justin Winsor took note of the changes and made provisions for the future. In his first report in 1887 he says: "The new methods of teaching in the university must necessarily render the library more and more important among the various agencies of instruction. I think that in the higher education the methods which science so successfully adopts must in the future be more closely applied to instruction in the arts. The controlling interest in textbooks in higher methods is, I judge, waning, and happily so. They have their usefulness; but it is one subsidiary to work in a broader field. . . . A great library should be a workshop as well as a repository. It should teach the methods of thoro research, and cultivate in readers the habit of seeking the original sources of learning."

At the University of Chicago, President Harper had an inspiring vision of the library as that institution's broadest, most liberalizing educational agency. In his address at the dedication of the library of Colorado College, March 1894, he set forth the program which the university of Chicago has attempted to follow ever since. (Bib. no. 5.)

A quarter of a century ago the library in most of our institutions, even the oldest, was scarcely large enough, if one were to count the volumes, or valuable enough, if one were to estimate values, to deserve the

name of library. So far as it had location, it was the place where the professor was accustomed to make his way occasionally, the student almost never. It was open for consultation during perhaps one hour a day on three days in the week. . . . The addition of one hundred volumes in a single year was something noteworthy. The place, seldom frequented, was some out-of-the-way room which could serve no other use. The librarian—there was none. Why should there have been? Any officer of the institution could perform the needed service without greatly increasing the burden of his official duties. . . .

Today the chief building of a college, the building in which is taken the greatest pride, is the library. With the stack for storage purposes, the reading room for reference books, the offices of delivery, the rooms for seminar purposes, it is the center of the institutional activity. . . .

But you will allow me to say a word about the future of the library. The time is coming—it has indeed already come—when, in addition to the general library of the institution, each department, or each closely related group of departments, will have its separate library. This will include the books in most common use, and the maps and charts of special value. The departmental library, now a feature of a few institutions, will be established everywhere, not alone for advanced students, but as well for the undergraduates. It is true that the cost of administration and the danger from loss of books is very great; but the advantages are also great, and must be gained at whatever the cost. The time is near when the student will do little of his work in the study; he must be in the midst of books. No ordinary student can afford to own one book in a hundred of those which he may wish at any moment to consult. As the scholar, tho having thousands of books in his own library, must find his way to the great libraries of the Old World when he wishes to do work of the highest character, so the university student, tho having hundreds of volumes in his own room, must do his work in the departmental library of the institution. The reference room is not sufficient, here only books of a general character are open to him. His table must be where, without a moment's delay, without the meditation of the zealous librarian, who perhaps thinks more of the book than of its use, he may place his hand upon that one of ten or twenty thousand books which he desires to use. . . .

The factor of our college and university work, the library, fifty years ago almost unknown, today already the center of the institution's activity, half a century hence—with its sister, the laboratory, almost equally unknown fifty years back—will, by absorbing all else, have become the institution itself.

The ideal set forth by President Harper has not been realized. But the breadth of vision which he advocated, the broad field of usefulness which he predicted, is becoming more and more felt in university and library planning. The conditions under which his plan was developed at Chicago were not favorable. But the departmental libraries there developed during the last thirty years have served as a laboratory experiment for the libraries of today. Then, the cry was for decentralization, because the energies of the institution were decentralized. Today, after twenty-five years of bitter experience with departmental libraries, the cry is for centralization. Johns Hopkins, Harvard,



Minnesota, Michigan, Yale, Washington, have all attempted in their new library buildings to centralize the library, and at the same time offer all the advantages of the departmental system. (Bib. no. 13, 24, 25). They have seen the vision of President Harper, in a measure, and have adapted the library to the institution. But his vision was one of adapting the institution after the library, and the laboratory. The university of his dreams was one of super-co-ordination with the library and the laboratory as the core. The mistake in the carrying out of the plan lay in decentralization, and resulting dissemination of energy. The library and laboratory of the future, the library and the classroom of the future should be planned architecturally as units, intellectually as forces working together in harmony.

A discussion of departmental libraries is always liable to degenerate into Utopian theories or into an exposition of conditions peculiar to one particular institution. A general panacea is impossible. In practice, local conditions and personalities inevitably enter into the equation, upsetting any fine generalities or pet technicalities upon which the librarian may have set his heart.

In planning the course of the library administration, his first concern should be to harmonize the library as an educational agency with the classroom and laboratory, with the student and the instructor. As the public library must be constantly on the alert, feeling the pulse of the community, so the college library must keep abreast of the thought of the world at large and of its own small community. If the library can best serve the needs of its peculiar constituency by scattering collections of books geographically, this should be done, and the institution called the library must adjust itself to a diffused existence. Such a scattering of forces as is typified at Chicago University is inadvisable. It has been found to be unworkable, as the 1924 report testifies. (Bib. no. 21.)

Law, medicine, and theology are often separated from the main collection of books by necessity, since those professional schools may be located at a distance from the central library. Law and theology may probably be parted with most easily, since the literature of each is less closely related with other departments of instruction. Medicine, a subject where periodicals and society publications are of the utmost importance, is closely related to chemistry, biology, psychology, zoology, and physics. It is important that the literature of these sciences, along with mineralogy, and geology, be in close juxtaposition.

This may be accomplished by having a science building with a stack-room library arranged somewhat on the plan of Gilman Hall at Johns Hopkins. This building should be as near the university library as possible. The library part of the building should be open as long as the central library, and should have at least one librarian in charge all the time. It should be linked up with the main library and all the laboratories of the building by direct telephone service, and prompt delivery of books either to laboratories or to the central building should be made possible. The description of Gilman Hall of Johns Hopkins University, and the plans accompanying it, will make clear the type of library facilities recommended for such a science building. (Bib. no. 13).

The tendency in university library administration today, however, is toward centralization. Johns Hopkins, Harvard, Michigan, Minnesota, Yale, Washington,—are all succeeding in recalling at least a part of the scattered departmental libraries and placing them either in central stacks or in adjoining departmental stacks. Again the Johns Hopkins plan is ideal both for student and librarian. It places the books within a few feet of the seminar room and the professor's study. At the same time, books remain under the direct administrative control of the library authorities, and are always available for use by other departments. The departments are so correlated that books in allied subjects are in close proximity, connected by a reference room with the relevant periodicals and reference books. Here there is a specialist in charge, familiar with the books and with the subjects. Across the hall is the professor's office containing his private library. Adjoining are the seminar rooms, with tables and chairs, but no books. In the departmental stack are tables assigned to each student. Here he may assemble the books which he requires for study, and keep them as long as needed. All the other books on his subject are within a few feet of his desk. Every book in the library collection is within call. Here are quiet, a measure of privacy, expert assistance, and the entire resources of the library at his service.

This plan has solved the problem of administration and yet in no way violates the feeling on the part of the professors that the books are there primarily for the use of their departments. It preserves the best in the departmental system, and still maintains the intrinsic unity of the library—which is perhaps the most important argument for centralization. If a book is not immediately available, it is useless. Only by centralizing the book resources of the library can this immediate availability be accomplished



without tremendous waste by duplication. A sense of greater power and resource is obtained; a feeling of greater potential wealth; a breadth which can never be accomplished by segregated and scattered departmental collections. Further, the general reference books and periodicals are at the service of all within a short distance of office, seminar or departmental stack. And experts in other departmental stacks are within easy reach.

Johns Hopkins is at present almost entirely focused upon post-graduate study. In a few years it will be entirely so and consequently it is not particularly troubled by the problem of the undergraduate. The departmental library in American universities is provided almost exclusively for graduate students. If ever a real distinction is made between college and university study, and the field is divided, the library problem will be much simplified. As it is at present, the two classes of students receive different library privileges, and the combination presents a difficult problem. In the majority of colleges, the undergraduates have at least limited access to the shelves. In the university as a rule they obtain access only to the limited collection of books in the reading room, consisting mostly of reserved books for collateral reading. Undergraduate reading rooms are common, and reading rooms where reserved books are doled out are numerous. But the easy acquaintance with all kinds of books, which is only acquired by picking and choosing from the shelves, is denied them. It is one of the results of the American university system, which insists on both dispensing culture to school children, and training the scholars of the future. One often suspects that both may be neglected: the young student because he is one of thousands all eager to be fed, the graduate student because there are thousands waiting to be fed.

But if the university is to continue to teach the immature, and those approaching maturity, the university library must make more serious efforts to help the former toward the enviable position of the latter. If the book collection is centralized, instruction in the use of the library should be given in judicious doses to all. The reference librarian and his assistants should be always available to introduce the student to as much of the collection as interests him. If the books are scattered in departmental libraries, the librarian's aim should be to co-ordinate them into one intellectual unit. They should be at all times within telephone and messenger reach of the central library.

Of the details of departmental library organization, nothing need be said. There is no canon applicable for all. The regulations of the uni-

versity, the dicta of tradition or of the library board, usually determine these matters. Whether the departmental libraries are scattered or are incorporated in the stacks in the central building, their administration will always be facilitated and the best results achieved by close supervision on the part of the librarian; by co-ordination within the library; and by co-operation on the part of the library staff with student body and faculty. The measure of the library's success will be gauged by the quality of the books selected; the degree of accessibility offered to undergraduate, graduate and professor; and the amount of judgment and personality employed in the offering. If there are hindering rules and regulations, or physical obstacles, let them be modified; if there are prejudices, may they be overcome; that the university library, whether physically disunited, or centralized, may be used and thought of as an intellectual unity.

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## Library Legislation in 1924

REPORT OF WILLIAM F. YUST AS CHAIRMAN OF THE COMMITTEE ON LEGISLATION TO THE AMERICAN LIBRARY ASSOCIATION

**L**EGISLATIVE sessions were held in Arkansas, Georgia\*, Kentucky\*, Louisiana, Maryland\*, Massachusetts\*, Mississippi\*, New Jersey, New York\*, Porto Rico, Rhode Island, South Carolina and Virginia\*. The states starred passed one or more library laws.

### TAXES AND BONDS

New York state passed a minor amendment clarifying the law relating to tax exemption of libraries and of property held for library purposes. It failed in an attempt to authorize municipalities to issue bonds for lands, buildings and equipment for library purposes on the same conditions as bonds for other purposes.

### STATE AGENCIES

Georgia amended her commission law by increasing the amount to be appropriated for the commission from \$6,000 to \$10,000 a year. As the appropriation for this year had already been made at a previous session, the increase will not be available till next year.

Another Georgia law not heretofore reported, as it was passed during the summer of 1923, strikes out the phrase fixing the salary of the secretary of the state commission, leaving this question quite properly to the judgment of the commission.

In Kentucky a minor amendment increases the allowance for clerical service in the state library from \$150 a month to \$200.

The state librarian, in another act, is instructed to furnish to the law library of the University of Kentucky free a complete set of the various state documents available and of the current issues as they are published.

In Massachusetts the Public Library Commission "after three years of being turned down by the Ways and Means Committee" finally secured an amendment under which it "may on request advise the librarian or other person in charge of the library of any state or county

institution." While the law gives no appropriation, it does give authority and the commission is "already beginning some really constructive service to the institutions of the state."

### COUNTY LIBRARIES

In Georgia a mild permissive bill for county libraries was introduced, "which passed the senate with only one dissenting vote but failed in the house by five votes. We felt that the small number of opposing votes was distinctly encouraging as the opposition in 1922, when a similar bill was tried, was much stronger. There is a very strong feeling in Georgia against giving the county authorities any more power than they already have."

A Maryland act authorizes the county commissioners of Washington County "in their discretion, not mandatorily, to levy and collect in the year 1924 \$5,000 for the repair both inside and outside of the building in Hagerstown occupied by the Washington County Free Library."

Mississippi gave permission to the board of supervisors of any county to appropriate not over \$300 a year toward the support of one or more public libraries in the county. The law of 1920 authorized the appropriation of not exceeding \$3,000 to one or more public libraries but only in counties with an assessed valuation of over eighteen million dollars. Only nine counties had such a valuation.

New York amended the education law to permit county supervisors to establish and maintain traveling libraries; to appoint a committee of five persons to have charge of these libraries, the employees, etc. This bill originated in the Library Extension Division of the state, as it had become evident that the county library law passed three years earlier did not provide for traveling libraries such as had been established in Monroe County independent of a county public library. The original bill provided that "The person in charge of the supervision of the selec-



tion and distribution of books of such traveling library system shall be a trained librarian possessed of the qualifications prescribed by the commissioner of education." The provision for a trained supervisor was omitted in the law as passed thru the fine work of the politicians.

Virginia enacted a brief but comprehensive county library law. The supervisors may appropriate a sufficient sum or on petition of five per cent of the voters may levy a tax therefor. The circuit court judge shall appoint five directors, one of them the county school superintendent. Directors shall have control, including separate library fund; may contract with existing libraries for county service; counties may contract for joint service.

#### SCHOOL LIBRARIES

In Mississippi when any public school raises \$10 and furnishes a case with lock the county may pay a like amount. A county library commission consisting of the county superintendent and two teachers shall make a list of books suited for such libraries and books bought shall be selected from this list. It shall also make rules for such libraries, name a local manager, report to the commission and the superintendent shall report to the state.

Virginia amended a similar law which provides that when \$15 is raised the school board shall appropriate \$15 and the state board of education \$10, provided the county or city treasurer shall receive no commission for handling such funds. The earlier law of 1914 included numerous details in regard to establishment, such as the district or city school board "shall appoint one intelligent person in the school district or city the manager of said library. The district board shall also appoint one competent person well versed in books to select books for the libraries."

#### UNSUCCESSFUL EFFORTS IN NEW YORK

*Standard of service.* During 1923 the regents started a system of voluntary certification for librarians, tho the law passed three years earlier authorized them to establish standards of service and require compliance by all libraries receiving public funds. This year a futile effort was made to repeal that law.

*Employees to be citizens.* Another effort of the same type was the proposed amendment to the education law that librarians in any library supported in whole or in part by public funds must be citizens. This requirement is already in force in all libraries under civil service, but the civil service law wisely permits its suspension for a position requiring high professional, scientific or technical qualifications.

*Fiscal supervision of law libraries.* This bill

met its second defeat. It would place the eighteen supreme court libraries of the state under the fiscal supervision of the commissioner of education. It would require him to approve all estimates of desired appropriations for such libraries and authorize their expenditures.

*Obscene literature.* The "Clean books bill" also went down to defeat again owing to the same opposition of certain authors and publishers and the newspapers generally. New York state has had a clean books law for fifty years. It has been strengthened from time to time, but the increased output of disgusting stuff and the difficulty prosecutors have in securing convictions are responsible for this agitation in favor of a further stiffening of the law.

#### SPECIAL ACTS IN NEW YORK

Among numerous special acts of New York state two are of general importance. One incorporates the library of the Jewish Theological Seminary of America, whose object is books and manuscripts in Hebrew and cognate languages and other writings in any language.

Another act incorporates the Pierpont Morgan Library, which is to be a free public reference library for the use of "scholars and persons engaged in the work of research." The deed of trust is published in the LIBRARY JOURNAL of March 1, 1924. It conveys property and gives wide powers of control of a beautiful marble building in New York city and its contents of some 25,000 masterpieces in manuscript, print and binding valued at eight to twelve million dollars; also \$1,500,000.00 for endowment. The whole is a memorial from his son to the late J. Pierpont Morgan.

#### APPROPRIATIONS

Amounts given are the total for two years unless otherwise stated.

Kentucky. State Library Commission \$15,000; State Library \$16,600; State Historical Society \$10,000.

Louisiana. State Library \$16,040.

Maryland. State Library Commission \$8241 a year for three years, which is an increase from \$5991 a year; State Library \$5800 a year for three years. The State Library Committee, which is appointed by the court of appeals, is given \$1500 a year for books and binding; Legislative Reference \$3725 a year for two years, \$7550 for third year.

Massachusetts for one year. State Library maintenance \$52,300, alterations and equipment 10,000; Department of Education, Division of Public Libraries \$23,800.

Mississippi. State Library \$16,000.

New Jersey, one year. Public Library Commission \$51,380; State Library \$23,850; Record



Bureau \$10,500. The following are appropriated to the departments named but spent under the supervision of the Public Library Commission: Agricultural Extension Department for books \$5000; Department of Institutions and Agencies for libraries in institutions \$10,000; Department of Education for teachers libraries \$600.

New York. Full amounts appropriated for various library units cannot be given, but actual expenditures for certain items for the year ending June 30, 1924, were: State Library for books and salaries including Law Library and Legislative Reference \$141,540.35; Library Extension Division books and salaries \$46,159, grants to public libraries \$45,349.14, to school libraries \$135,205.13.

All the salary amounts included above, "are for professional people only and do not include cleaning service, janitorial, elevator, porter, etc., all of which are paid from the general appropriations of the Education Department. This is true also of all expenditures for supplies, printing, light, heat, etc."

Legislative Reference Bureau \$5,350; State Library, including State Record Commissioner, \$8,850; Law Library, a separate institution, \$8,500; Rhode Island Historical Society \$1500; Newport Historical Society \$1000; free public libraries \$2,916; branch or traveling libraries \$3000; salaries of librarians in libraries \$750 (the three last items expended by the Board of Education). The amount specified in many cases was not expended, but deficit bills were passed during the year 1925 which enabled the various departments to meet unpaid bills and to incur other expenses.

South Carolina, one year. State Library \$4,535; Supreme Court Library \$1,800; school libraries \$5,000; Historical Commission \$7,275.

Virginia. State Library \$41,285 for year ending February, 1925, and \$40,705 the next year; legislative reference \$8,455 and \$9,055; war history commission \$7,500 each year; and to local school libraries each year \$3,000.

#### COURT DECISION

The duplicate pay collection case of the Providence Public Library is reported in the *LIBRARY JOURNAL*, v. 40, p. 580 and p. 583, and in the *Publishers' Weekly*, v. 105, p. 1902-3. Suit was brought against the library and the state authorities by a local book store, which operates circulating libraries. The complaint was that by reason of its pay collection the library ceased to be a free library and hence was no longer entitled to state aid. The court decision in favor of the public library held that the purpose of state aid is to secure free books

for the public and the conditions attached aim to prevent any state money from being used for private gain. The methods followed by the library convinced the court that neither of these provisions was being violated.

### Hampton Institute Library School

A school for the training of the colored librarians, established at Hampton Institute, began work September 24.

The work of the school will be upon the collegiate level, and students will be given opportunity to qualify for the degree of bachelor of science. The Huntington Library of over fifty thousand volumes will be used as the school laboratory.

The Institute congratulates itself upon securing as the organizer and director of the Library School, Florence Rising Curtis of Ogdensburg, N. Y. Miss Curtis graduated from the University of Illinois, took her master's degree in economics and sociology at the University of Minnesota, and her professional training at the New York State Library School. After a year at the Osterhout Free Library, Wilkes-Barre, Pa., she was for six years librarian and registrar at the Potsdam (N. Y.) State Normal School; then for eleven years a teacher in the Library School of the University of Illinois. For three years she was vice-director of the Drexel Institute School of Library Science. She has also had teaching experience in China and the Philippine Islands.

### Reading with a Purpose Poster

The drawing, by Charles B. Falls, now familiar to librarians thru its use as a cover decoration on the A. L. A. "Reading with a Purpose" series has been enlarged and reproduced in dark blue ink on yellow cover stock to make a poster suitable for wide use both outside and inside the library. The captions are "Read with a Purpose," "Ask the Librarian" which do not restrict the use of the poster to reading course publicity. Prices: 50 copies, \$5; 25, \$3; 10, \$1.50; 5, \$1; single copy, 25c. A. L. A. Headquarters, 86 East Randolph Street, Chicago.

The four hundredth anniversary of the publication of William Tindale's first translation of the New Testament, which was issued towards the end of 1525, is the occasion for an article by Henry Guppy, editor of the *John Rylands Library Bulletin* for July 1925 (Manchester, England: University Press; New York and London: Longmans).



# Bookselling in Public Libraries

By OLA M. WYETH  
Librarian of the Savannah Public Library

THE approach of Children's Book Week and the holiday season brings to mind the oft-recurring question of whether librarians are justified in selling books to library patrons, and if so, to what extent. Publishers, booksellers, librarians and public are all directly concerned. Publishers and booksellers look at the matter from the standpoint of the commercial significance to them. Publishers would probably welcome the idea, as providing additional outlet for their publications. On the other hand, many booksellers are fearful that the library may become a competitor with an unfair advantage, and some librarians agree with this viewpoint.

This apprehension has arisen as a result of librarians' not sticking to the rules of the book-selling game. In their zeal to be of service to their communities, they have sometimes sold books to library patrons at a discount from the retail price, and have not realized that even if they were not competing with any local firm, they were establishing a precedent which would make it hard later for any firm to carry on a bookselling business in their town, and that they were helping to prejudice booksellers throughout the country against libraries selling books.

The results of such under-selling were very conspicuously shown in a library in the Northwest. The librarian writes: "Books were sold at cost, as it was felt that the library should not make a profit off the people who supported it. It was done as an accommodation, as there was no book dealer here. Two years ago the manager of a local stationery store felt that if we could sell books, he could, so he asked that we sell no more, and we complied with his request. He has not found the venture either successful or profitable, and he blames us for having spoiled his public by selling at cost. The public resents his interference with the library book trade, and send their orders out of town rather than patronize him." She adds that if she were to go to another town, she would try bookselling again, but would charge retail prices. If enough publicity could be given to the ultimate bad effect of selling books at a discount, librarians would be quick to discontinue doing so, and to this extent the unfair advantage talked of would be eliminated.

Unless bookselling in libraries is developed on a much more extensive scale than has been tried so far, librarians and library boards need not feel their consciences burdened with the

thought that they are making money from the tax payers.

One librarian in New York State opened a small book shop in connection with the library, but found that the salary of the assistant in attendance far exceeded the profits, even though much interest was taken in the venture and there were many visitors to the shop. After a brief trial, this shop was given up and the library took orders for books as requested. She has always been satisfied that the benefit to the community from this service justified it, but a careful check showed that the clerical work of ordering, paying bills, telephoning that the books had arrived, collecting and dunning, amounted to more than the profit made.

The fear has been expressed by one publisher that libraries selling books would get book store discounts, and would take this opportunity to buy library books at the same rates. The same reply might be made as above, that there are no indications at present of libraries developing the bookselling side to the extent that they would get book store discounts, as those would probably not be given for occasional mail orders. If the time should come when library book stores are maintained which have a patronage equal to the present commercial firms, it would be hard to draw the line and say that they should buy books for their own use from some other source. The situation would differ very little from that of the college which maintains a book store for the benefit of students and faculty, and which buys for the library also.

The only other advantage I can think of which the library could have over the commercial firm is that of personnel. In smaller cities the book stores are often not supplied with a staff reading widely or with discrimination. They are not, therefore, of great assistance in helping the customer select the right book. On the other hand, ability in book selection is a part of the necessary equipment of the librarian, and she feels it a professional obligation to know as many of the best books at first hand as possible, and to keep informed about others through reliable reviews. There is so much agitation among booksellers to improve the quality of their service, that this advantage on the part of the libraries should act as a challenge, and as a matter of fact it does, as shown by the number of progressive book stores which have secured librarians to take charge of certain departments.



This realization of the need for more highly developed service in book stores will probably deter most librarians from selling books in the larger cities. In gathering material for this paper I have sought the opinions and advice of all who are known to have experience in selling books in libraries or have given the question special thought, and the consensus of opinion seems to be against the practice if there is any other available agency which can give satisfactory service. There is such a wide field of activity for libraries, and their field is being extended so rapidly that it would seem unwise to add any functions which are being carried on satisfactorily by other organizations.

There are many reports of such successful co-operation between booksellers and librarians. A California librarian was given the privilege of selecting the books for the holiday book trade, on condition that unsold copies were to be purchased by the library at the usual discount. Her selection was so wisely made that there were very few books left to be taken over by the library. A somewhat similar scheme was tried in Savannah one year, and the librarian even spent a few hours each day in the book store, advising people what books to buy; a librarian in Maine, on the other hand, sold books at the library for the local dealer, and unsold copies were returned to him. Many libraries furnish order blanks at their Children's Book Week and holiday exhibits, and forward orders received to the local dealer indicated. Details of such practice, as worked out by the Public Library of the District of Columbia, may be found in *LIBRARY JOURNAL* for 1917, page 570.

Even if we eliminate such cities as support book stores, we find several fields left in which the librarian would seem justified in selling books. Most universities make a practice of locating for members of the faculty rare and out-of-print books which they cannot secure thru their local dealer. Librarians in the army and navy have ordered books for the men in camps and hospitals. These stations are often located in isolated parts of the country, and the men who are interested would seldom take the trouble to order books for themselves by mail. Librarians in these places have the opportunity to know their readers very intimately, and can judge what books will please them more accurately than people in larger places. The A. L. A. felt that one of the triumphs of its war service was that so many men acquired the reading habit for the first time. To this habit is being added that of acquiring a library. One librarian of a five hundred bed hospital reported the sale of thirty dollars' worth of books in one month.

But the greatest need for a well informed

bookseller is in the towns and smaller cities which support public libraries, but which have either no book store or an inadequate one. Only last summer I went into a so-called book store in a town of about seven thousand inhabitants and asked for the current number of *Atlantic Monthly*, only to be told that "We did have it, but somebody bought it." I was offered as a substitute a reprint edition of "Scaramouche," with the illuminating information that it was the latest thing out.

You all know the type of book store it was. It carried a line of stationery, athletic goods, newspapers and popular magazines, a few toys at holiday times, music and Victrola records, the above mentioned reprints and school texts. These afforded a comfortable income, and the owner of the store had no interest in enlarging the scope of his stock.

This example may be taken as typical of what hundreds of other towns scattered thruout the country offer to potential book buyers. Does not such a situation give abundant excuse for the librarian to engage in bookselling, if she has enough of the missionary spirit to add this to her many other duties? Can you not visualize a small Kentucky community referred to in the following letter, and appreciate what such interest on the part of the librarian has done to quicken the intellectual interest of the people?

"This is a public library financed by the women's club, and they allow me to sell books in the library. I began it by ordering for Christmas, taking special orders and adding a small stock. This was done both for the accommodation of the people and to make something for the library. There is no book store in the town, tho two dry goods stores keep cheap books for the holidays. I never buy a book that is not just right to put in the library. Then if it is left over from the holiday trade, I either keep it in stock, or place it in the library. I sell during the year, books for presents, birthdays, graduation, prizes, etc. I do not handle the class of books the stores handle. I have sold these without extra pay. In fact my salary is very small. I do it for the good of the community, the helping of the library. I think a good librarian is better equipped to sell books than most people who select them for drug store sale."

The conclusion would seem to be that, under present circumstances, it would be unwise to advocate bookselling in libraries as a general practice, but that under certain conditions, such as outlined above, a librarian would confer great benefit on her community, and would even pave the way for a successful book store later if she would give of her time and knowledge in selecting and purchasing books for patrons.



# Ohio State Library Publicity



THE Ohio State Library had a booth at the State Fair to advertise free mail service to rural people. The exhibit was advantageously located in a central building with exhibits of other state departments and was manned by the State Library staff. The booth was equipped by the courtesy of the Library Bureau with shelving, vertical file, table and chairs. The floor space was nine by sixteen feet with shelving on one end and posters on one side. On the other two sides were broad counters for displaying books and book lists.

Three large, colored posters (made by a professional advertising artist), showing the use of books in the home, the school and for the little theatre attracted the attention of all who passed. Then they saw the books, stopped to examine them, to help themselves to book lists on various subjects and to hear the librarian tell of the book service of the Library. Some came in to see more books and browsed.

Many plays and play lists were there, reading courses, school library aids, recruiting material, and books on all subjects. One man expressed his surprise and pleasure when he saw that Frank's "An American Looks at His World" was included as a possible book for a Fair visitor to want. After the Fair, one hundred and twenty-two books and many pamphlets and magazines and book lists on special subjects were mailed in answer to seventy-six specific requests made during the Fair.

## Wanted

The recently established Hampton Institute Library School, at Hampton, Virginia, would like to have as complete a file as possible of the reports, bulletins, and other publications of libraries, library commissions, library schools and summer schools, and library associations, to add to the professional literature available for the use of the faculty and students. Those having material to donate should write to Florence R. Curtis, director. See page 860.

A second edition of "Deutsche Büchereihandschrift," by Erwin Ackerknecht, director of the Stettin municipal library, has been issued by the Weidmannsche Buchhandlung, Berlin S. W. 68 (Zimmerstrasse 94). A brief statement of the principles underlying a good library hand is followed by 21 plates showing examples of suitable forms, examples of the commonest mistakes made, and samples of well arranged pages for record books, etc. (M. 3. paper.)

The Board of Education for Librarianship receives an average of two inquiries a week from prospective library students, most of these inquiries referring definitely to a librarian, who has suggested A. L. A. Headquarters as a source of information.



# THE LIBRARY JOURNAL

TWICE-A-MONTH

OCTOBER 15, 1925



"MULTIPLICATION is vexation, division is as bad." Multiplication, in number of volumes and in multiplicity of duties is indeed the problem of librarians, but division is perhaps the remedy. Both in our great public and the university libraries, specialization into departments has become the order of the day but while this is a solution of some problems it raises others. The final difficulty is a reconciliation of centralized efficiency and divisional effectiveness. The best solution is illustrated in the divisional scheme which Mr. Brett originated in Cleveland years ago and which has its consummation in the new Cleveland Library building and the Johns Hopkins Library building as planned by Dr. Raney, in both instances the departmental libraries being brought together into one building with the special departments in proper juxtaposition one with another.

ONE difficulty in this class of specialization is its cost, but happily Cleveland has had the most liberal appropriations of any city, Chicago under the new tax scheme now happily rivaling it. Miss Freeman's paper before the Seattle conference is a careful and adequate presentation of both the advantages and dangers of the divisional system. In the universities the problem of special cost is largely overcome by the Raney plan in which the professors who are specialists are closely connected by the arrangement of rooms with the collections in their respective specialties, so that they complement the work of the general or special librarian.

IT is interesting to note from Mr. Ibbotson's paper, a thesis, by the way, which illustrates what good work is done at our library schools, how the universities were stimulated by public library development into differentiation of specialties, in which Dr. Poole's plan for the Newberry Library led off and how in turn departmental libraries in universities have stimulated further differentiation in our great libra-

ries, of which Dr. Billings' original plan for the co-ordination of the various collections as far as possible in direct communication with the main stacks for the New York Public Library is an excellent example. Thus historically our class of library has helped in the development of each other class, a feature which will especially command attention when the story of the closing current half century of library development in America comes to be written.

EVER since Mr. Dewey, forty years ago, urged libraries to sell books the problem of the relations between libraries and book stores has been intermittently to the front. The booktrade, publishers and booksellers alike, should appreciate the spirit in which Miss Wyeth has presented this subject in her well thought out paper, presenting both sides of the case. It is gratifying that there is now an entente cordiale between libraries and the booktrade in which each element recognizes the other as helpful means for the distribution of books and ultimately increasing the trade field. Whether taxpayers' money in public libraries can lawfully be used to stock and sell books is a question not decided by the Providence case which dealt only with the duplicate pay collection neither originating in nor supported from the public funds. The real question is whether the library service can usefully be diverted from the free public work of the library staff into what may be criticized to a commercial channel and this opens a question as to the overhead cost of handling books in libraries and in book stores which demands more careful examination than it has had in recent years. That a library staff is more competent to advise as to reading and book selection than the ordinary bookseller's clerk goes without saying but whether the selling of books does not detract from the other usefulness of a library must be a mooted question. The data which will be brought out from the A. L. A. Survey will doubtless throw light on this matter.



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## LIBRARY ORGANIZATIONS

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### ANNUAL MEETING OF THE BRITISH LIBRARY ASSOCIATION

*From our London Correspondent*

THE (British) Library Association held its annual meeting 1925, at Birmingham, from September 14-18, the central position of the city inducing an attendance of almost record proportions. On Monday evening came a reception at the Central Library. on Tuesday morning the civic welcome by the Lord Mayor; followed by the presidential address of C. Grant Robertson, C.V.O., principal of the University, which conceded to librarians and libraries an educational position which few librarians, perhaps, have thought of claiming.

"I am profoundly convinced that the library and its right use is bound up with the largest spiritual and social issues on a right judgment and decision of which modern civilization depends, and that the library can be made one of the most potent instruments for shaping, directing and purifying the life of an organized and purposive community. . . .

"To-day, I venture to maintain, our social reformers, anxious as they are to achieve defined and far-reaching changes in the structure and character of their several states, have either neglected or minimised the power that lies latent in the library as an instrument of creative citizenship. . . .

"Mental hygiene, preventive and curative, is not yet recognized as a fundamental function of the Ministry of Health. We are realizing to-day what our slums cost the nation in physical and industrial efficiency and are appalled at the magnitude of the problems and the difficulty of finding and applying a solution. Have we yet begun to realize that there are slums of the mind and that if a large percentage of our population is condemned to live in them, the bill reckoned in physical and industrial efficiency, quite apart from spiritual or moral values, may be even more penalizing and devastating in its character.

"We cannot get our letters on Sunday, but the 'shock-troops' of the press continue their concentrated offensive on our mental digestion. In the seventeenth century, when only one out of ten of the population could read and when the Authorized Version of the Bible was the only book in general use, there was a profound truth in the saying: 'Give me the making of a people's songs and I will give you the making of a people's laws.' It is a serious question that I

put; has the dictatorship of our people's mind passed from its song-makers to a commercialized press bent on profit. or has it passed to the public library?

"The modern state has already developed and is developing with increasing strength machinery to shape and direct the ideas and habits of socialized and co-ordinated communities—machinery more varied, flexible and adaptable to new needs than ever before. What is needed is leadership and a policy. Our libraries, I submit, can be made one of the most potent instruments of a creative citizenship, which aims at humanizing that grim industrialism, the grip of which tightens every day. Our policy must be to teach the community to find in the library a central laboratory—a radiating power-house of the spiritual and intellectual antidotes to the mechanistic materialism with which life to-day is saturated and by which it is degraded.

"May I, briefly, suggest three ways in which the Library can be strengthened. First, we must insist that above all it represents in De Quincey's famous distinction the literature of power, as distinct from the literature of knowledge and of information. The literature of knowledge—classified and tabulated information—qualifies us to earn a livelihood; the literature of power deals with our lives—it qualifies us to live by giving us new and better ideas of life. Secondly, let us remember that just as most men and women cannot understand maps without careful instruction, so most readers do not really know how to read. We have taught our people to decipher print; we have not yet taught them how to read. The library can, indeed must, do what the university cannot. . . . Convince the public that it pays to read the Literature of Power, and it will pay to have that Literature in abundance. Thirdly, and lastly, every good library should have an adequate lecture room, where daily and nightly, as in a laboratory of natural science, the instruments of humanism can be demonstrated and co-ordinated."

Then came the first paper of a controversial type. Mr. Arthur Ridley, secretary of the newly formed association of Special Libraries and Information Bureaux, read a paper on the development and future of the movement. Behind this paper there is already history, made and in the making. Given nine months ago it might have been regarded as a demand for admission—a sort of double knock. given now it perhaps more nearly represents a runaway ring. It was



generally recognized that having failed to find a cordial response on the part of the Library Association to a request for membership (on terms) the Special Libraries Association intended to continue as a separate organization and must tend to follow a diverging path. Most of the speakers confessed the hope that room would be made within the older body for the young but vigorous shoot. The great importance of the subject was recognized, and closing time for the morning session having come it was arranged that the matter should further be debated on the next day. We may follow it for a moment to indicate that the doubt in some minds was whether the Library Association realized the difference between co-operation and assimilation. The A. S. L. I. B. has given evidence of at least two valuable qualities—energy and initiative. It has been formed with ideals, to which the parent Association is strange. There appears to be a definite possibility of losing a soul and gaining a body; which possibility the new spirit will do well to ponder.

On Wednesday morning there had been several papers; one an important pronouncement on the subject of "inter-library loaning" by Professor F. E. Sandbach of Birmingham University. He foreshadowed such developments as large "reservoir" libraries from which rare and expensive books could be borrowed; a central cataloging office; a national "enquiry service" and even a possibility of the large scale international lending of books and manuscripts. It was a spirited paper and an optimistic one; the general answer of the Conference was "Let us wait and see."

Next morning, September 17th, delegates assembled to hear a paper on libraries from a reader's point of view by the Rev. A. S. Bateman. Much of his discourse was suited to a holiday audience. Upon his main contention that in book selection there should be a central panel of experts whose recommendations should not be subject to review by library committees, most of the experts present disagreed with him. His thrusts included the following—"Most readers regard librarians as most men regard their wives; if they are there when wanted that's all that they expect." "The sooner the cities look at libraries from an intellectual point of view the sooner they will begin to get value for the money they have already spent." "In my younger days I used to think that the staffs of public libraries were chosen for their appearance. Now I've had a good look at this conference and . . . ." The rest of the sentence was lost in the roars of the libelled delegates.

It was past the scheduled time when Mr. Bateman had replied to criticism, and a consider-

able number who left lost what was easily the best paper of the Conference. Mr. Charles R. Sanderson, librarian of the National Liberal Club, spoke on the value of official and parliamentary papers—a stimulating and convincing exposition of a plan whereby the immense amount of valuable information now buried in blue books can be used by the scientific and far-seeing librarians who would truly serve their public. Afterwards, Mr. G. A. Stephen, of Norwich, spoke upon the important subject of government publications. The Committee appointed by the Association may be able next year to report preferential terms to public libraries, and for any such "liaison" work as that described by Mr. Sanderson it will be essential that the useful contents of government and parliamentary papers shall be both accessible and cheap.

The business of the Conference practically ended at this point. The chief item of interest at the hurried business meeting on Friday morning was news that the financial position of the Association is now sound. After which the delegates made an excursion to Stratford-on-Avon.

## AMERICAN LIBRARY ASSOCIATION

### MIDWINTER MEETINGS

THE Midwinter Conference will be held in the Drake Hotel, Chicago, December 31, 1925, January 1 and 2, 1926. There will be meetings of the Council, League of Library Commissions and other groups, as usual.

### THE 1926 CONFERENCE

The Ambassador Hotel in Atlantic City will be headquarters for the A. L. A. Fiftieth Anniversary Conference, October 4-9, 1926. The Chelsea, adjoining the Ambassador on one side and the Ritz-Carlton on the other, will also be available for A. L. A. guests. Rates in the Ambassador and Ritz-Carlton will be \$4 up, European plan; rates in the Chelsea will be \$6, \$7 and \$8, American plan. Apparently all meetings can be held in these three hotels and in the new Chelsea auditorium, which will be available at that time.

Tentative plans provide for an anniversary meeting in Philadelphia on Wednesday afternoon, October 6, and for a reception at the Historical Society in the evening. Special trains will take the delegates to Philadelphia in the morning and return them to Atlantic City at the end of the day. It is also planned to arrange for a whole day of sightseeing in Philadelphia on Saturday, October 9, the last general session being in Atlantic City, on Friday evening, October 8.

CARL H. MILAM, *Secretary*.



## MEDICAL LIBRARY ASSOCIATION

AT the annual meeting of the Medical Library Association, held in Atlantic City in May, one of the most important subjects under discussion was the attitude of the German medical publishers in the high prices charged foreign subscribers for their publications and the greatly increased output of their periodicals.

In compliance with the action taken, the Executive Committee is now making an investigation of this matter. As a result of its findings, it is to decide whether or not concerted action on the part of medical libraries of America will cause the German publishers to curtail their output and reduce the cost of their publications to their American customers.

A number of the libraries in the Association have donated freely of their duplicates and other organizations have provided subscriptions for American medical publications to aid German libraries and physicians in replenishing their depleted files and in acquiring current literature. It appears from the action of the German medical publishers toward American purchasers of their publications that this evidence of good will and co-operation on our part has been and is little appreciated.

All individual subscribers and purchasers of German medical publications are asked to lend their endorsement to the effort now being made by the libraries. Those willing to join in the movement to bring about united action on the part of both libraries and individual subscribers are requested to communicate with Miss Margaret Brinton, librarian, Mayo Clinic, Rochester, Minnesota.

HARRIET WILSON, *Secretary*.

BOSTON SPECIAL LIBRARIES  
ASSOCIATION

THE Special Libraries Association of Boston under its new president, Mr. William Alcott, of the *Boston Globe*, had an inspiring and enthusiastic first meeting two weeks ago at the library of Stone and Webster after a friendly supper at Durgin and Park's. This was the seventh anniversary meeting of the Association which is growing steadily and doing a real, constructive piece of work in its committees and general discussions.

Eight speakers in the record time of forty minutes gave vivid pictures of sectional conferences at the Swampscott convention of the Special Libraries Association, and Mr. Handy explained the business end of the organization and gave the local group the inspiration of its close relationship with the larger association. The five-minute group talks were as follows: Advertising-Commercial-Industrial Group, F. A.

Mooney, Dennison Mfg. Co.; Financial, Marion Bowman, librarian, Old Colony Trust Co.; Insurance Group, Abbie G. Glover, Insurance Library Association of Boston; Newspaper, William Alcott, librarian, *Boston Globe*; Technology, Mrs. Ruth M. Lane, Vail librarian, Massachusetts Institute of Technology; Cataloging, Frances R. Coe, State Library; New England Library Clubs, F. H. Chase, assistant librarian, Boston Public Library; S. L. A. business meetings, D. N. Handy, president.

Committee appointments for the year 1925-26 are:

Education: Frederic A. Mooney, chairman; Ruth V. Cook, Abbie G. Glover, Florence T. Blunt, Elizabeth Burrage, Ruth M. Lane.

Hospitality: Margaret Withington, chairman; Harold T. Dougherty, Ruth Canavan, Mildred Bradbury.

Membership: Mildred R. Bradbury, chairman; Rev. Frederick T. Persons, Octavius Applegate, Jr., Marion G. Eaton, Mildred W. Wadsworth.

Methods: George Winthrop Lee, chairman; Marion Bowman, C. C. Eaton.

Publicity: Christine L. Beck, chairman; Mrs. George S. Maynard, Sadie Allison Maxwell.

Registration: Howard L. Stebbins, chairman; Edith Guerrier, Carrie Williams.

Plans for the year's program are developing rapidly so that the following dates have been definitely mapped out, while invitations have already been received from other organizations and libraries which more than fill the open dates. The programs reflect the broad interests of special librarians. October 26. Everett Shops of the Boston Elevated Railway in the afternoon, and the library of the Boston Elevated in Boston in the evening on "How the El Library Functions." November 23. Reception to Mr. Belden, president of the A. L. A. and head of the Boston Public Library. January 22. Joint meeting with the Massachusetts Library Clubs at the State House.

## WASHINGTON LIBRARIANS

THE first meeting of the South West Washington Library Association was held in the Centralia and Chehalis libraries on September 12. Officers elected were: President, Elizabeth Satterthwaite, librarian of the Olympia Public Library; secretary, Vernet Smith, librarian of the Raymond Public Library. As other libraries not included in the territorial limits of the association showed such an interest in this meeting it was decided that the name be changed to the Association of Small Libraries of Western Washington.

A round table discussion of problems common to all librarians was held. Special attention was



given to methods of co-operation between the library and the school, Mr. Hitt, of the Washington State Library, giving an interesting comparative report of the libraries of Washington.

VERNETTE SMITH, *Secretary*.

#### TWIN CITY CATALOGERS

**A**T a round table meeting, held September 18, the following resolutions were adopted:

*Whereas:* The report of the Bureau of Public Personnel Administration to the A. L. A. Committee on Classification of Library Personnel lowers the standards of library qualifications to a degree inconsistent with the library's standing as an educational institution; and

*Whereas:* Quality and difficulty of research and bibliographic work are not recognized and accorded the high place they deserve in the scale of classification. and

*Whereas:* This report is based on the principle that years of experience may take the place of education and scholarship, as shown by the placing of high school graduates and candidates with "equivalent combination of education . . . army alpha score of 135 or more" in the eligible class for chiefs of departments devoted mainly to research and bibliography; and

*Whereas:* The library aims to be an integral part of the educational agencies of the country, engaged in adult as well as juvenile education, and consequently needs a highly educated staff; Therefore

*Be it resolved:* That the Twin City Catalogers' Round Table protests against the adoption of this report by the A. L. A. and recommends:

That the chiefs of those departments which are engaged in the most scholarly work of libraries shall rank as high as, if not above, those positions which involve mainly supervisory work; and

That the educational qualifications for the professional grades of library service be on a par with those of the teaching profession, and in the higher professional grades on a par with those of high school and college teachers.

The executive committee of the group consists of: Florence E. Mettler, Minneapolis Public Library; Elsa Nordin, Minnesota Historical Society, St. Paul, secretary. Helen K. Starr, J. J. Hill Reference Library, St. Paul, chairman.

#### SPECIAL LIBRARIES COUNCIL OF PHILADELPHIA AND VICINITY

**T**HE Council will continue its policy of concentrating energy upon its committee work. The newly-formed Program and the Membership committees are counted on to relieve executive officers and to give an attention hitherto impossible to these important matters. The Education committee will not, at this time, initiate

work, but will observe agencies that could contribute to the education of special librarians in this city. The Methods committee is a local division of the Special Libraries Association, and has been assigned cataloging and classifications, both those in print and in manuscript. The Periodical committee has passed its formative period and is preparing for an energetic winter campaign. It proposes to draw into its Card Union List such libraries and exceptional periodicals as are not included in "The Union List of Serials."

#### BERGEN AND PASSAIC COUNTY LIBRARY CLUB

**T**HE Bergen and Passaic County Library Club organized just before the summer vacation for the promotion of library interests in those counties will hold its first meeting at the Paterson Public Library on October 27.

The officers are: President, Mrs. Marjorie Huntley of Edgewater; vice-president, Leonora Patten of Ridgewood; secretary-treasurer, Miss Courtade of Patterson; Miss Stull of Passaic and Mrs. Kern of Ridgewood Park forming the executive board.

### LIBRARY CALENDAR

- Oct. 20-23. At Fort Wayne, Ind., Hotels Anthony, Keenan or Wayne. Joint meeting of the Michigan, Indiana and Ohio State Associations.
- Oct. 26. Afternoon and evening meeting of the Boston S. L. A. at the Boston Elevated shops and library. See page 867.
- Oct. 27. At the Paterson (N. J.) Public Library. 8 o'clock. First meeting of the Bergen and Passaic County Library Club.
- Nov. 8-14. Children's Book Week. See page 806.
- Nov. 16-22. American Education Week under the auspices of the U. S. Bureau of Education, the N. E. A. and the American Legion.
- Nov. 23. Boston S. L. A. reception in honor of Mr. Belden.
- Nov. 28. At Columbia University, New York City. Thirteenth annual conference of Eastern College Librarians.
- Dec. 6. Golden Rule Sunday when the Near East Relief asks for contribution towards feeding and educating the 100,000 parentless children in its charge. See page 805.
- Dec. 31-Jan. 1-2. Midwinter conferences of the A. L. A. Council, the League of Library Commissions and other groups. Headquarters at the Drake Hotel.
- Jan. 19-23. National Thrift Week. Posters, folders, giving topics, etc., may be obtained from the National Thrift Week Committee, 347 Madison Avenue, New York.
- Jan. 22. Boston S. L. A. and Massachusetts Library Club joint meeting at the State House, Boston.
- Oct. 4-9, 1926. At Atlantic City. Forty-eighth annual conference of the A. L. A. in celebration of the Association's fiftieth anniversary. Headquarters will be at the Ambassador Hotel, and this hotel, the Chelsea and Ritz-Carlton hotels adjoining, will accommodate most of the delegates.

### LIBRARY OPPORTUNITIES

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- Librarian, two years' college, one year's library school, with several years' experience in public library work and insurance company, wants position in business library or publishing house. B. U. 18.
- City in New York State, 20,000 population, two hours from New York City, wants children's librarian December 1st. Salary \$1500-\$1600. V. F. 18.
- Cataloger, with several years' executive and editorial experience, wishes temporary work in organizing a department or making a special catalog. F. R. 18.



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## AMONG LIBRARIANS

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ABBOT, Etheldred, for several years assistant librarian of the Brookline (Mass.) P. L., has resigned to accept a position in the Library of the University of Cincinnati, in charge of the library of the Department of Fine Arts.

BRYAN, Mrs. Barnabas (Mildred Noé Johnson), 1918-19 New York Public Library, is engaged in a temporary piece of organizing work for the Foreign Policy Association, New York City.

BYRNE, Paul R., 1915 New York State, for the past three years in charge of the reference department at Notre Dame University, has been appointed librarian.

CLARKE, Frances (Mrs. Alfred H. P. Sayers), 1918 Pittsburgh, formerly of the children's room of the central building of the New York Public Library is now in charge of the enlarged department of children's books of the Chicago Book Store of which Mr. Sayers, 1918 New York Public, is one of the partners.

COX, Frances, 1915 Pittsburgh, who has been at the Detroit, St. Louis, and Gary libraries, and for the past year has had charge of the children's work of the Mason City (Ia.) Public Library, has been appointed head of the children's department of the Carnegie Library of Atlanta and instructor in the Library School there.

DARBY, Claire, 1911 Western Reserve, appointed to the cataloging department, Southern Branch, University of California, Los Angeles.

DAVIS, Gertrude Bryan, for the past three years cataloger at the Hibbing (Minn.) P. L., appointed ln. of the traveling library of the Iowa Library Commission.

ENTLER, Marguerite, 1912-13 New York Public Library, appointed library assistant at the Boys' High School, Brooklyn.

HAXBY, Anne C., 1921 Wisconsin, appointed first assistant in the circulation department of the Portland (Ore.) P. L., succeeding Margaret E. Bates, who has been transferred to the school department of the same library. Ethel Bowers Watson, 1916 Western Reserve, Madeline Allen and Helen Wilson (formerly of the University of Nebraska L.) have also joined the staff of that library.

KELLY, Dorothy Stine, became ln. of the U. S. Grant High School in the Portland Library system in September.

LIER, Brynjulf, 1924-25 New York State, is assisting temporarily in the cataloging of the union list of Scandinavian books in the United States which is being compiled for the American-Scandinavian Foundation at Harvard College.

McMULLEN, Elizabeth, 1915-16 New York State, appointed reference assistant in the undergraduate study halls at the State University of Iowa.

PURDUM, W. Taylor, 1924 New York State, has resigned from the reference department of Ohio State University Library and will go to Ogden, Utah, as librarian of Carnegie Free Library.

RAYMOND, Eugenia, 1921-22 New York Public Library, appointed reference assistant in the Ohio State Library, Columbus.

ROSSELL, Mary E., 1912-15 New York Public Library, appointed head of the circulation department of the Fort Wayne and Allen County P. L., Fort Wayne, Ind.

SNEED, Marie, 1923 Washington, formerly head of the circulation department of the University of Washington L., appointed librarian of the St. Johns Branch, Portland, Ore.

SNYDER, Mary Beck, 1912-13 New York Public Library, appointed librarian of the Milton (Pa.) P. L.

STEARNS, Foster W., 1912-13 New York Public Library, appointed librarian of Holy Cross College, Worcester, Massachusetts. He will assume his duties in the library building now in process of erection in September, 1926, after a year of travel.

TALMAN, John, one time managing editor of the *St. Paul Pioneer Press*, now newspaper librarian for the Minnesota Historical Society, is being advocated for poet laureate of Minnesota by newspaper men of the state, says the *Editor and Publisher* of September 19. It has been suggested that the legislature take immediate steps to create such an office, and that Mr. Talman be appointed.

TERRY, Marion C., 1919-21 New York Public Library, appointed librarian of the Carlos M. Cole Junior High School, Denver, Colorado.

THOMPSON, Nell, has resigned her position in the Walla Walla Public Library to become children's librarian at the East Portland branch of the Library Association of Portland. Ella Muir occupies a similar position at the South Portland Branch.



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# RECENT BIBLIOGRAPHIES

## GENERAL

New York State Library. Best books of 1924; selected for a small library. Albany. 58p. pap. (Bibl. bull. 75).  
Sharp, D. L. Some great American books. A. L. A. 30p. (Reading with a purpose).

## SUBJECT BIBLIOGRAPHIES

### ADOLESCENCE

Kretzmann, P. E. The problems of adolescence and youth, and their treatment in educational and pastoral work. Burlington, Iowa: Lutheran Literary Board. Bibl. 75c.

### ADVERTISING

Poffenberger, A. T. Psychology in advertising. Shaw. 7p. bibl. \$6.

### AERONAUTICS

Bryan, L. A. Aerial transportation. Winfield, Kansas: Anderson Press. 3p. bibl.  
See also SEA PLANES.

### AGRICULTURE

Vogt, P. L. Introduction to rural economics. Appleton. Bibls. \$1.80.

### AGRICULTURE—STUDY AND TEACHING

Fowkes, H. L., and E. S. Jones. School essentials in practical agriculture. 221 Fourth ave., New York: Educ. Pub. Co. Bibl. \$1.44.

### AMERICAN FICTION

Syracuse (N. Y.) Public Library. The gold star list of American fiction, 1821-1925; five hundred titles classified by subject, with notes. 28p. pap. 25c.

### AMERICAN LITERATURE. See ENGLISH LITERATURE.

### APHIDES, BRITISH

Davidson, J. A list of British aphides. Longmans. 18p. bibl. \$4.50. (Rothamsted monographs on agr. science).

### ARBITRATION, INTERNATIONAL

Scott, J. B. Sovereign states and suits before arbitral tribunals and courts of justice. 32 Waverly Place: New York University. Bibl. footnotes. \$6.  
See also WORLD COURT.

### ARCHITECTURE

Stratton, Arthur. Elements of form and design in classic architecture shown in exterior and interior motives collated from fine buildings of all time on one hundred plates. Scribner. Bibls. \$7.50.

### ARGUMENTATION

Baker, G. P., and H. B. Huntington. The principles of argumentation; new ed. Ginn. Bibl. footnotes. \$2.20.

### ARITHMETIC—STUDY AND TEACHING

Buswell, G. T., and C. H. Judd. Summary of educational investigations relating to arithmetic. Chicago. 39p. bibl. pap. \$1.50.

### ART—CONNECTICUT

Sherman, F. F. Early Connecticut artists and craftsmen. 28 East 85th st., New York: F. F. Sherman. 2p. bibl. \$7.50.

### ART—PHILADELPHIA

Longstreth, Edward. The art guide to Philadelphia. Drexel Bldg.: Author. 2p. bibl.

### BALTIC STATES

Rutter, Owen. The new Baltic states and their future: an account of Lithuania, Latvia and Estonia. London: Methuen. Bibl. 15s.

### BANKS AND BANKING

Major, F. L. The duties, responsibilities and liabilities of bank directors. Macmillan. Bibl. footnotes. \$2.50.

### BEAUMARCHAIS, PIERRE AUGUSTIN CARON DE

Macpherson, H. D. Editions of Beaumarchais in New York City. New York Public Library. 18p.

### BEHAVIORISM

Weiss, A. P. A theoretical basis of human behavior. Columbus, Ohio: R. G. Adams. 16p. bibl. \$2.50.

### BIBLE—NEW TESTAMENT—CRITICISM AND INTERPRETATION

Fowler, H. T. The history and literature of the New Testament. Macmillan. Bibl. footnotes. \$2.50. (Religious science and lit. ser.).

### BIBLE—OLD TESTAMENT—CRITICISM AND INTERPRETATION

Farley, W. J. The progress of Old Testament prophecy in the light of modern scholarship. Revell. Bibl. footnotes. \$2.

### BRANNER, JOHN CASPER

Penrose, R. A. F., jr. Memorial to John Casper Branner. Bullitt Bldg., Philadelphia: Author. 20p. bibl.

### BUSINESS

Smitley, R. L., comp. Bibliography of books on business economics. New York: Dixie Business Book Shop. 185p.  
See also PSYCHOLOGY.

### BYRON, GEORGE GORDON NOEL, 6TH BARON

Symon, J. D. Byron in perspective. Stokes. Bibl. footnotes. \$3.

### CANADA. See WHEAT—CANADA.

### CARTWRIGHT, THOMAS

Pearson, A. F. S. Thomas Cartwright and English Puritan-

ism. 4p. bibl. \$8.50.

### CATHOLIC CHURCH

Lunn, A. H. M. Roman converts. Scribner. 9p. bibl. \$3.50.

### CEREBRO-SPINAL FLUID

Greenfield, J. G., and E. A. Carmichael. The cerebro-spinal fluid in clinical diagnosis. Macmillan. 9p. bibl. \$5.

### CHANNING, WILLIAM ELLERY. See THEOLOGY.

### CHILD PSYCHOLOGY. See PSYCHOLOGY—EDUCATIONAL.

### CHILDREN—CARE AND HYGIENE

Child Welfare Com. of America. Publications. July 1925. 8p. (Pub. no. 29).

Cleveland, Elizabeth. Training the toddler. Lippincott. 4p. bibl. \$2.

Fuller, Edward, comp. The international year book of child care and protection. Longmans. 12p. bibl. \$2.50.

### CHURCH GOVERNMENT

Athearn, C. R. Interchurch government. Century. 3p. bibl. \$3.

### CHURCH HISTORY—EARLY CHURCH

Hardy, E. G. Christianity and the Roman government; a study in imperial administration. Macmillan. Bibl. footnotes. \$1.75. (Studies in Roman history).

### CHURCH OF ENGLAND—ARTICLES OF RELIGION

Bicknell, E. J. A theological introduction to the Thirty-nine Articles of the Church of England; 2nd ed. Longmans. Bibl. footnotes. \$5.

### CITY MANAGER

Rochester (N. Y.) Public Library. City manager plan of municipal government. 12p. Aug. 1925. pap.

### CLOTHING

Ringo, F. J. Dresses. Shaw. Bibls. \$1.50. (Merchandise manuals for retail salespeople).  
—Shirts. Bibls. \$1.50.

### COINS. See NUMISMATICS.

### COLLEGE ENTRANCE REQUIREMENTS

McKown, H. C. The trend of college entrance requirements, 1913-1922. U. S. Bureau of Education. 2p. bibl. (Bull. 1924, no. 35).  
See also EXAMINATIONS.

### COMMUNITY CHESTS

Russell Sage Foundation. Community chests; rev. ed. 4p. (Bull. no. 71).

### CONNECTICUT. See ART—CONNECTICUT.

### CO-OPERATION

Parker, F. E., comp. The co-operative movement; a selected bibl. Govt. Prtg. Off. v.p.

### CRABS

Rathbun, M. J. The spider crabs of America. U. S. National Museum. Bibl. footnotes. pap. \$2.

### CRIME AND CRIMINALS

Glueck, S. S. Mental disorder and the criminal law. Little. Bibl. \$c.

### DAWES PLAN. See EUROPEAN WAR—REPARATIONS.

### DENMARK

Denmark. Danish Statistical Department. Denmark, 1925. Copenhagen. Bibl.

### DIET

Sansum, W. D. The normal diet. Mosby. 2p. bibl. \$1.50.

### DISARMAMENT

Carnegie Endowment for International Peace Library. Selected list of references on disarmament. Washington. 22 mim. p. Sept. 8.

### DIVORCE

Johnsen, J. E., comp. Selected articles on marriage and divorce. Wilson. 31p. bibl. \$2.40. (Handbook ser.).

### DOCS

Gray, C. W., ed. "Dawgs!" an anthology of stories about them. Holt. 2p. bibl. \$2.50.

### EAST (NEAR EAST)

Tyler, M. W. European powers and the Near East. Minneapolis: University of Minnesota. Bibl. pap. (Research pub.).

### ECONOMICS

Kieckhofer, W. H. An outline of economics; 6th rev. ed. Menasha, Wis.: Geo. Banta Pub. Co. Bibls. \$1.50.

List of theses in economics and allied subjects in progress in universities and colleges in Great Britain and Northern Ireland. *Economica*. June 1925. p. 205-211. (no. 14).

Twenty-second list of doctoral dissertations in political economy in progress in American universities and colleges. *American Economic Review*. Sept. 1925. p. 593-615.

### EDUCATION

Cubberley, E. P. An introduction to the study of education and also to teaching. Houghton. Bibls. \$2. (Riverside textbooks in education).

Trow, W. C. Scientific method in education. Houghton. 3p. bibl. \$1.20. (Riverside educ. monographs).

See also SOCIOLOGY.

### EDUCATION—TEXAS



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- Texas Educational Survey Commission. Texas educational survey report: v. 5, Courses of study and instruction. Austin. Bibl.
- EDUCATION, RELIGIOUS  
Noffsinger, J. S. A program for higher education in the Church of the Brethren. Teachers College, Columbia University. Bibl. \$1.50; pap. \$1.25. (Contribs to educ. no. 172).
- EDUCATION, SECONDARY  
Hall-Quest, A. L. Professional secondary education in teachers colleges. Teachers College, Columbia University. 3p. bibl. \$1.50. (Contribs. to educ., no. 169).
- EGYPT—HISTORY—ANCIENT  
Clover, R. C. Ancient Egypt outline of history from the earliest ages to dynasty XXX. Macmillan. Bibl. pap. 40c.
- EMPYEMA THORACIS  
Graham, E. A. Some fundamental considerations in the treatment of empyema thoracis. Mosby. 3p. bibl. \$2.50.
- ENGLAND—GOVERNMENT AND POLITICS  
Rockow, Lewis. Contemporary political thought in England. Macmillan. 4p. bibl. \$5.25.
- ENGLAND—SOCIAL CONDITIONS—18TH CENTURY  
Moffit, L. W. England on the eve of the industrial revolution. New York: International Publishers. 6p. bibl. \$3.50.
- ENGLISH LANGUAGE—STUDY AND TRAINING  
Murray, A. L., and E. P. Wiles. A first book in English for high schools; rev. ed. Heath. 3p. bibl. \$1.60.
- ENGLISH LITERATURE—HISTORY AND CRITICISM  
Westcott, A. F., and others, eds. Four centuries of literature, English and American. Little. Bibls. \$3.50.
- ENTOMOLOGY, ECONOMIC  
Colcord, Mabel, comp. Index to the literature of American economic entomology, Jan. 1, 1920, to Dec. 31, 1924; ed. by E. Porter Felt. Melrose Highlands, Mass.: American Association of Economic Entomologists. 441p. Oct. 1925. \$6.
- ETHICS. See NURSES AND NURSING.
- EUROPE—HISTORY  
Robinson, J. F. An introd. to the history of western Europe; new brief ed. Ginn. Bibl. \$2.96.
- EUROPEAN WAR—FINANCE  
Moulton, H. C., and Cleone Lewis. The French debt problem. Macmillan. Bibl. footnotes. \$2. (Inst. of Economics investigations in internatl. economic reconstruction).
- EUROPEAN WAR—REPARATIONS  
Reparation, pt. 6, the Dawes plan in operation. Boston: World Peace Foundation. Bibl. footnotes. pap. 5c. (Pamphlets, v. 8, nos. 5 and 6).
- EXAMINATIONS  
Paterson, D. G. Preparation and use of new-type examinations: a manual for teachers. Yonkers, N. Y.: World Book Co. Bibl.
- See also COLLEGE ENTRANCE REQUIREMENTS.
- Feeble-Minded  
Vanuxem, Mary. Education of feeble-minded women. Teachers College, Columbia University. 7p. bibl. \$1.50; pap. \$1.25. (Contribs. to educ. no. 174).
- FICTION. See AMERICAN FICTION.
- FOOD SUPPLY  
Addison, Christopher. Why food is dear. London: Labour Party. Bibl. 2d.
- See also MARKETING.
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- GENITO-URINARY DISEASES  
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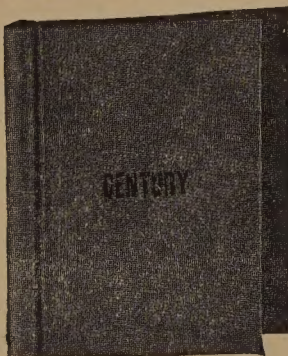
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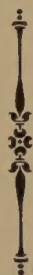
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